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ABSTRACT

As an aid to school principals, student activities administrators, faculty members, student leaders, instructors at teacher education institutions, and researchers interested in extraclass activities, this annotated bibliography contains hundreds of articles, pamphlets, and books published on secondary students' extracurricular activities. Selected from the last 15 years' publications, the references are arranged alphabetically by author under 14 topical headings and one miscellaneous section. The topical sections include the organization and administration of activities, student participation, faculty sponsorship and involvement, student governance, finances, common problems with extracurricular activities, middle school and junior high school activities, student assemblies, athletics, clubs, bands and other music activities, student publications, speech and drama, and the evaluation of student activities. (Author/RW)

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Student Activities in Secondary Schools:

A BIBLIOGRAPHY

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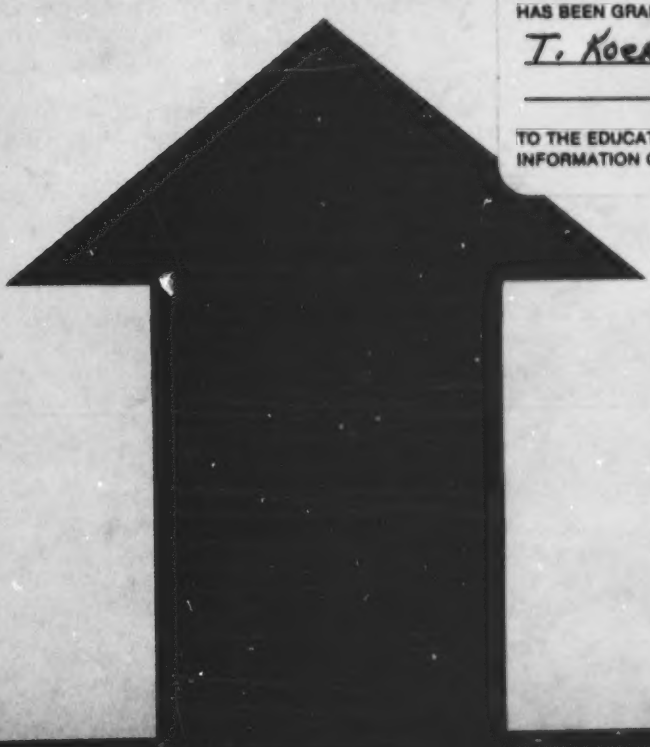

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Questions that arise about the accuracy of citations should be directed to the compilers of this bibliography. A number of people compiled this bibliography, with the result that differences in style occur.

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Foreword

This bibliography was prepared to serve as a reference for five specific groups: school principals and administrators of student activity programs; faculty members, particularly sponsors; student leaders; instructors in teacher preparation institutions; and those interested in research in extraclass activities.

All of the annotated references have appeared in print in the last 15 years. In several instances, references were not locatable, particularly for studies published other than in periodicals; therefore, these are not listed in the bibliography. For this reason the reader is reminded that omission or inclusion in no way reflects upon the quality of the reference or its significance to the literature of student activities. For the convenience of the reader, the references are arranged alphabetically by author within 15 sections and, in some instances, references appear in multiple sections.

We hope that principals, advisers, and students will find this bibliography beneficial in designing and maintaining a viable student activity program in the secondary schools of the eighties.

Scott D. Thomson
Executive Director
National Association of
Secondary School Principals

Organization and Administration

Allison, Bradford. "Student Activities as the Ultimate Academic Department." *NASSP Bulletin*, April 1979, pp. 95-98.

The author relates personal experiences as a new director of student activities determined to integrate the activities program with the academic program in his high school. The establishment of a student activities department is outlined in this informative article.

Baker, Delbert L. "Planning for Student Activities in Secondary Schools." *The Bulletin of NASSP*, October 1964, p. 69.

The article addresses itself to general topics including types of student activities, generating interest in student activities, establishing participation limitations, the adviser's role, and homeroom programs.

Berman, William F. "Student Activities and Student Development." *NASPA Journal*, Autumn 1978, p. 52-54.

The advent of student development philosophy has caused some fundamental changes in the student personnel profession. The decline of in-loco parentis and disciplinary functions and the development of pro-active outreach programs in the student activities area are indicative of these changes. In this article the author discusses the ways in which the student activities area has reacted to these changes.

Bolmeier, Edward C., and Mohler, J. David. *Law of Extracurricular Activities in Secondary Schools.* Cincinnati, Ohio: The W.H. Anderson Company, 1968.

The legal aspects of many topics connected with extracurricular activities are discussed. Among these are: (1) authority of school districts to provide extracurricular facilities; (2) legality of rules and regulations concerning the participation of public school pupils in extracurricular activities; (3) tort liability; (4) legal considerations in assigning teachers to extraclass assignments; and, (5) the legal authority of athletic associations to control extracurricular activities. This is a "must" source for school board members, superintendents, and administrators.

Breckman, R.H. "Recommendations on Student Activities in High Schools." *Educational Leadership,* January 1970, p. 346.

This article stems from nine conferences held throughout New York State to help administrators cope with the phenomenon of student power. Twelve recommendations were made, among them: (1) educational leaders must take the initiative in convincing other educators and their community members that student activism is potentially a constructive force compatible with basic democratic principles; (2) guidelines for handling student activism should be developed at the local level with participation by students, parents, teachers, administrators, and board members; (3) because of constant changes occurring in the communities, the superintendent and his staff should maintain a continuous system of communication analysis.

Campbell, David N. "On Being Number One: Competition in Education," *Phi Delta Kappan,* October 1974, pp. 143-45.

The author criticizes competition and suggests that schools abandon their non-educational functions of sorting, labeling, and ranking students. He urges reinstating as a primary goal for education the promotion of individual growth and development.

Doohan, J. "Organization and Educational Strategy = Unrest." *Journal of Secondary Education,* April 1970, p. 155.

Going to school is often not the common experience that it should be. Students are separated by degree, ability, and other special groups. The author suggests, "At a time when educators are searching for answers to problems related to student unrest, a logical starting point might be curricular and cocurricular programs and organizations."

Gorton, Richard A. *How to Run an Efficient and Effective Student Activities Program.* Reston, Va.: NASSP, 1976.

In this comprehensive reprint of an *NASSP Bulletin* article the author discusses recommended student activities programs. The importance of the principal's commitment and administrative/organizational skills in establishing and maintaining an effective activities program is stressed.

Jackson, Michael R. "Do We Have A Choice?" *NASSP Bulletin.* May 1974, p. 110.

The author addresses the questions faced by school administrators and others relative to the student activity program. He examines the bases on which certain decisions are made, questions a number of these bases, and suggests alternative methods of arriving at judgments pertaining to the program of student activities.

Steeves, Frank L., and English, Fenwick W. *Secondary Curriculum for a Changing World.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1978; Chapters 9 and 10.

Two chapters in this general curriculum textbook are devoted to student activities. The authors refer to this area of the program as the co-curriculum or extra-curriculum.

Changes in traditional activities are identified, and a wide variety of related issues are discussed. Representative of this latter category are such topics as dress codes, sexual mores, school violence, and teacher strikes.

A second chapter focuses entirely on interscholastic athletics and discusses the evolution of athletics, current issues, values inherent in athletics, and projections about the future of interscholastic athletics.

"The Student Activities Program." *The Bulletin of NASSP*, January 1971, p. 63.

The article focuses on three basic areas of the activities program: the extensiveness of the program, student responsibility in directing the activity, and the number of participants. Teachers' legal obligations to assume extra duties and the issues of extra compensation are discussed.

Trump, J. Lloyd, and Miller, Delmas F. *Secondary School Curriculum Improvement: Meeting Challenges of the Times.* Boston: Allyn and Bacon, Inc., 1979; Chapter 17.

One of the chapters of this all-purpose secondary school curriculum book is devoted to what the authors call "extra class activities." The major points of the chapter focus on: issues involved; basic areas of activities; supervision and control; and identification of values.

Student Involvement, Participation

Akins, Keith E. *Workshops: Laboratories for Student Leaders.* Reston, Va.: NASSP, 1974 (Reprinted 1980).

Practical suggestions for anyone planning a workshop. Includes sample hour-by-hour schedules for a half-day workshop, all-day workshop, weekend retreat, and multi-day workshop.

Bell, J.W. "Comparison of Dropouts and Non-dropouts on Participation in School Activities." *Journal of Educational Research,* February 1967, p. 243.

This is a report on a study in the 1960s to determine the relationship between extraclass activity participation and dropouts in Kansas schools of all sizes. The results indicate that a lack of student activity participation was a significant indicator of the dropout.

Bever, James A. *Coming of Age in America. VERCAP: A Guide for High School Students.* Reston, Va.: NASSP, 1977.

A guidebook to student involvement in a voter education, registration, community action program (VERCAP). Supplies a step-by-step procedure for establishing such a program and a model program outline.

Buser, Robert L.; Long, Ruth; and Tweedy, Hewey. "The Who, What, Why, and Why Not of Student Activity Participation." *Phi Delta Kappan,* October 1975, pp. 124-25.

Results of a survey conducted in 25 Illinois high schools are presented in this article. Responses of approximately 2,000 students to questions concerning participation or lack thereof in student activities were analyzed. Major conclusions of the researchers focused on such aspects as the amount of and reasons for student participation and the correlation between participation and academic achievement.

Callahan, R. "A Social System Analysis of Preferred Leadership Role Characteristics in High School." *Sociology of Education*, Summer 1969, p. 251.

A study of a school system was undertaken to partially replicate Coleman's research and to critically evaluate the subculture model he used. Students chose desired characteristics of leaders for each type of school role. The characteristics were divided into instrumental and integrative with a hypothesis that each type of characteristic would be selected for the appropriate type of role. Findings indicate that, contrary to Coleman, students selected instrumental characteristics for both instrumental and integrative roles. These findings raise doubts about the utility of the subcultural model for understanding adolescent roles and social organization.

Ford, P.R. "Personalizing Student Life and Student Activities." *The Bulletin of NASSP*, November 1968, p. 76.

The article deals mainly with the overall school program of personalization in West High School in Torrance, Calif. The students work on projects to aid the poor, hold Saturday Seminars, and concentrate on getting better acquainted with the staff.

Murphy, Donald F. *Student Structures: Moving Toward Student Government.* Reston, Va.: NASSP, 1974.

The author believes that there are ways to strengthen even the weakest student structure so that it serves students and leads the way to a new spirit of student involvement.

Pileggi, N. "Revolutionaries Who Have to be Home by 7:30." *Phi Delta Kappan*, June 1969, p. 561.

The author reports on the revolutionary activities of high school youth. He includes various cases in which students have fought to uphold their legal rights and some teachers who deprived students of these rights. Even though the number of activists is relatively small, all students sympathize with them for a variety of reasons,

and tempers run high when any student is barred from his inherited freedoms. The author concludes by saying that the continued unwillingness to distinguish between violent disruptions and peaceful dissent can only contribute further to the atmosphere of repression, and to the very violence schools seek to avoid.

Robinson, Russell D. *Group Dynamics for Student Activities.* Reston, Va.: NASSP, 1977.

Why groups form, what keeps them together, how to avoid group conflict, and how to make a group effective are discussed in this monograph.

Schmerler, Gil. *Models for Student Participation.* Reston, Va.: NASSP, 1977.

The author believes that students should be involved in the decision-making process concerning school issues and he outlines four approaches to student participation.

Snyder, E.E. "Longitudinal Analysis of the Relationship Between High School Student Values, Social Participation, and Educational-Occupational Achievement." *Sociology of Education,* Summer 1969, p. 261.

This article discusses several studies, mainly those done by Coleman. The author concludes that there is no significant relationship between high school values and future educational and occupational achievement, but there is a positive correlation between social participation and educational and occupational achievement.

Snyder, E.E. "A Longitudinal Analysis of Social Participation in High School and Early Adulthood Voluntary Associational Participation." *Adolescence,* Spring 1970, p. 79.

Data were collected from 323 members of a graduating class in a midwestern community of 38,000

five years following graduation. The investigator expected that those students who were active in high school organizations would also be active in adult social participation. This expectation was generally verified.

Sproule, J.R. "A Potentially Constructive Force." *The Bulletin of NASSP*, September 1969, p. 23.

Student activism is a potentially constructive force. If a design can be developed for channeling the force, it can add real vitality to the high school education program. However, while advocating the inherent positivism of student dissent, Sproule also recognizes the dangers of its "absurd excesses."

"Today's Students—Tomorrow's Teachers." *School and Community*, December 1976, p. 36.

This article describes the 1967 Leadership Conference of the Missouri Association of Future Teachers of America, during which more than 50 high schools from Missouri gathered together to compare activities and campaign for offices.

Yarworth, Joseph S., and Gauthier, William J. Jr. "Relationship of Students Self-concept and Selected Personal Variables to Participation in School Activities." *Journal of Education Psychology*, June 1978, pp. 335-44.

The relationship between various aspects of student self-concept and student participation in the extra- and co-curricular activity programs of several Pennsylvania high schools is explored. The study marks a departure from previous studies because it combines psychological with personal variables in its examination of student participation.

Student Governance

Armstrong, Robert L. "Student Council: Whither Goest Thou?" *The Clearing House,* May 1970, p. 553.

Student council membership should be truly representative of the student body, and the general welfare of the student body should be the primary area of interest to the council. Where classroom interaction is more open and students are seeking more realistic answers to their questions, the concept of the student council must change to accommodate these trends and needs. Students must be heard and encouraged to act on their ideas and convictions, or else the entire structure of student government will be undermined and circumvented by forces that more fully meet students' perceived needs.

Armstrong, Robert L. "In Defense of Student Councils." *The Clearing House,* April 1965, p. 481.

The author wrote this article in answer to another which said that student councils' objectives were not measurable, the activities bear little relation to the objectives, the average council membership is not a fair representation of the student body, governmental autonomy is non-existent, and the practices of many council members are detrimental to good citizenship. Armstrong contends that the key to a successful council lies with the sponsor. With the proper sponsor, a student council can become a valuable learning situation and a significant and favorable influence.

Berger, Regina, and Karlin, Muriel S. *The Effective Student Activities Program.* Englewood Cliffs, N.J.: Parker Publishing Company, 1971.

The student government is one of the most important aspects of a full, vital student activities program. The key to its success is involvement, and the amount of involve-

ment is a measure of its success. In encouraging our children to actively participate in student government, we are permitting them to do something constructive to improve their school.

Casebolt, Ethel M. "Mr. Kain and the Student Council." *Instructor*, February 1975, p. 36.

The student council at Arlington Heights School, Citrus Heights, Calif., is described in this brief article as a means of involving students in the intermediate through upper elementary grades in school projects.

Duff, Charles F. "A Principal Can Ease the Pain of Defeat." *Instructor*, January 1978, p. 44.

The author, a former principal, briefly describes his system for formulating personal letters for the losers as well as the winners in student government elections.

Emmerling, Frank C. "The Student Council—A Vehicle for Self-Improvement." *The National Elementary Principal*, May 1967, p. 67.

A student council in Georgia was revived to improve the student attitude toward the school. (1) It provided many leadership opportunities; (2) it helped many children learn to express ideas in small and large groups; (3) it involved the total school population in the decision-making process concerning activities affecting their welfare while at school; (4) it helped children understand the total school program, and it helped them develop a sense of responsibility for the overall program.

Ferguson, James E. *Student Council Activity Resource Book*. Reston, Va.: NASSP, 1980.

A book which includes many ideas of projects for the student council to undertake. Opportunities to involve as many students as possible are emphasized.

Gilford, Henry. *How to Run for School Office.* New York, N.Y.: Hawthorn Books, Inc., 1969.

This book is written to and for students who are contemplating running for school office. It covers all aspects from getting the nomination to running a successful campaign. The author lists the general qualifications necessary for holding a school office.

Giroux, Terry. "Student Government—A Put-On?" *NASSP Bulletin,* October 1974, pp. 1-2.

To increase the effectiveness of student government organizations in developing democratic ideals in today's students, the author advises that students be actively involved in policy making for the school community. This involvement would not imply a total loss of administrative power by teachers and principals, but would result in the sharing of responsibility for influential decision making by all those affected by school policy.

Gray, John W. *Communication and Leadership.* Reston, Va.: NASSP, 1973.

A book that lists basic skills for the communicator-leader. It includes a quick-reference parliamentary procedure chart.

Guide to Student Council Projects. Washington, D.C.: NASSP, 1971.

More than 250 student council projects are detailed in this 76-page booklet. Each project was tested by a school, and the variety includes citizenship to fund raising to holiday activities.

Hayward, Robert R. "Maximum Results from Mini-courses." *Today's Education,* September 1969, p. 55.

Through the efforts of the student council in a Massachusetts high school, a two-week schedule of classes for seniors who helped plan the curriculum was tried. The mini-course program hastened reforms in the school that might have taken years to achieve.

Jacoby, Susan. "What Happened When a High School Tried Self-Government." *Saturday Review*, April 1, 1972, p. 49.

A high school in Westport, Conn., abolished its student council and established in its place the Governing Board. Student representatives are elected by students, teachers by the faculty, and administrators by the administration. The board is authorized to legislate in a wide variety of areas: curriculum, student-behavior codes, school-community relations, and extracurricular activities.

Keith, Kent M. *The Silent Revolution in the Seventies*, Washington, D.C.: NASSP, 1972.

This is a guide to the principles of leadership in student council activities from a philosophical standpoint, but it offers practical suggestions regarding what to do, how to do it, and why.

Lanella, Richard. "Student Leadership: A Vanishing School Resource." *NASSP Bulletin*, February 1979, pp. 92-94.

Direct and indirect effects of the current lack of student leadership, and the responsibilities of educators, students, parents, and other community members are briefly discussed. The major portion of the article details steps administrators should consider to revitalize student leadership activities.

Lavenburg, Jack. "An Analysis of a Student Council Workshop as a Training Institution for High School Leaders." *Educational Leadership*, January 1970, p. 385.

The author conducted a survey to determine if student council representatives who attend a workshop make better council members than those who do not attend. He concluded from his findings that the workshop improves on-the-job behavior.

Marcus, Stuart Paul, and Richman, Paul Jeffrey. "Overcoming Student Apathy." *Social Education,* November/December, 1977, pp. 645-47.

An active, representative, elected student government is suggested by these student authors as a means of increasing young Americans' awareness of and interest in the democratic political system. As an alternative, they suggest a coordinated network of clubs and organizations.

McDow, Roberta. *Parliamentary Procedure Without Stress.* Reston, Va.: NASSP, 1976.

When parliamentary procedure is followed, student organizations will find that their meetings can be more efficient, more valuable to the organization and to individual members, and more encouraging to broad-based participation. The monograph includes an agenda planner and precedence chart.

McGuire, T. "Help Your Student Council Justify Its Existence." *Journal of Secondary Education,* April 1970, p. 152.

This article lists 10 activities with which the author feels the student government should be concerned.

McQuigg, R. Bruce. *Tools of the Trade. Ideas for Student Leaders.* Reston, Va.: NASSP, 1979.

Reprints of articles originally published in the *Student Advocate.* The monograph contains ideas for organizing a smoothly run, effective student council.

Miklos, Mary O., and Miklos, Laszlo D. "Student Council: Useful or Useless?" *The Education Digest,* March 1971, p. 47.

The student council should be an educational experience rather than an administrative device, service organization, or form of self-government. Some areas are legally delegated to school authorities and the council should be made aware of them. With proper planning by

school authorities, the student council can provide an opportunity to experience democracy in action, and thus become a useful, not useless, educational tool.

Profiles of Student Council Officers. Reston, Va.: NASSP, 1974.

A set of six illustrated booklets describe the officers' responsibilities.

Reum, Earl, and Cummings, Oneta. *The Effective Student Council in the Mid-Seventies.* Reston, Va.: NASSP, 1973.

Organization, relationships, and activities for the student council.

Stephenson, Ross. "Half of Student Body Can Serve as Representatives." *NASSP Bulletin,* January 1976, pp. 113-14.

The system of student government of Springport (Mich.) Middle School is described by that school's principal. Springport's student government, operating as an exploratory class, invites participation by any interested students. Areas of responsibilities and implementation of such a student government are discussed.

Strength from the Storm. Washington, D.C.: NASSP, 1971.

Student councils in the turbulent years—their growth and setbacks—are revealed in these writings.

Student Council Handbook, Reston, Va.: NASSP, 1975.

Various authors have written essays on student councils—their purposes, organization, constitutions, election procedures, the adviser, activities and projects, finances, and public relations. Suggestions are made for increasing relevance. A history of the National Association of Student Councils is given.

Van Pool, Gerald P. *Improving Your Student Council.* Reston, Va.: NASSP, 1977.

A collection of articles about effective student council programs.

Young, Sandy. *Developing a Student Leadership Class.* Reston, Va.: NASSP, 1977.

This monograph explains how to introduce leadership classes as part of the curriculum. It includes suggestions for course content, methods of instruction, and procedures for conducting leadership classes. An appendix gives course outlines that have been successful in actual schools.

Sponsorship, Faculty Involvement

Baker, G.E., and Miller, F.M. "For Student Organization Sponsors: Guiding by Indirect Leadership." *Man/Society/Technology,* May/June 1976, pp. 236-37.

According to this article every successful student organization is guided by a hard-working adviser. This behind-the-scenes person is responsible for training, organizing, and guiding the group.

Bolmeier, Edward C. *School in the Legal Structure,* 2d ed., Cincinnati, Ohio: The W.H. Anderson Company, 1973.

The author discusses the criteria upon which some legal decisions regarding assignment of extraclass responsibilities to teachers are made, and cites excerpts from specific cases.

Bolmeier, Edward C. *Teacher's Legal Rights, Restraints and Liabilities.* Cincinnati, Ohio: The W.H. Anderson Company, 1971.

A part of the American School Law Series, this book includes several sections which chronicle legal decisions regarding the teacher's refusal to accept assignments in extraclass activities.

Bonner, Jimmy, and Brown, Ronald A. "Competencies Needed by Future Farmers of America Advisors." *Agricultural Education,* February 1977, p. 186.

This article was the result of a survey of FFA advisors conducted in Mississippi.

"Congratulations! You're the Advisor!" *Business Education Forum,* May 1979, pp. 3-4.

The article states that a systematic approach to planning the year's activities will help to provide a more positive experience for the students and the advisor. It describes 11 steps that can be followed so that students learn a management-by-objectives approach to planning.

"Do Your Own Thing This Summer." *The Instructor.* June-July 1969, p. 73.

A series of interviews were conducted to find out what summer activities help teachers boost student activity programs during the school year. One teacher studied music at Temple University, another toured retardate centers, and another learned arts and crafts in Peru.

Foster, Richard M. "Meeting Students' Needs—The Personal Touch." *Agricultural Education,* December 1976, p. 134.

The importance of communication between student and activity sponsor is explained. Many otherwise interested students are turned off to an activity because of the sponsor's inability to relate to individuals.

Horn, G. "Extracurricular Activities: Right or Privilege?" *Today's Education,* May 1972, p. 45.

The author views extracurricular activities as an integral part of the school program and as such, feels that students should not be excluded from them because of grades, attendance policy, or other factors.

Grass, W. Al. "Directing Student Activities." *The Bulletin of NASSP,* October 1964, p. 75.

The article discusses the importance of having a director of student activities. Schools with 1,500 or more students need one because the principal has too many other duties. Eight qualities of a good director are listed.

Also included is the California Association of Directors of Activities' list of 35 duties or areas of responsibility handled by a director.

Joekel, Ronald. *A Handbook for the Student Activity Adviser.* Reston, Va.: NASSP, 1979.

This handbook identifies some key areas for an adviser to consider and offers many practical suggestions. Included are many sample forms and worksheets.

Kline, Charles E., and McGrew, C. Daniel. "Student Activities—An Essential Component." *NASSP Bulletin,* October 1974, pp. 41-43.

The authors urge school administrators to become actively involved in the "third curriculum" of student activities, assuming an instructional leader's role. The selection and preparation of sponsors, and the evaluation of an activities program are discussed.

NEA Research Division. "New Profiles of the American Public School Teacher." *Today's Education,* May 1972, p. 15.

The article diacusses the average work week for teachers in terms of total hours devoted to all school-related activities and the average number of hours spent on non-compensated school activities.

Peterman, L.E. "A Place of Responsibility: Where It Worked Both Ways." *The Bulletin of NASSP,* September 1969, p. 1.

This article describes how administrators of a Michigan high school effectively handled a potentially disruptive situation.

Short, Rodney. "Student Activities: A Two-Way Street." *The Texas Outlook*, November 1968, p. 36.

In 1966, each of the El Paso, Texas, high schools created the new administrative post of "manager of student activities." The author relates the experiences, duties, and responsibilities of the manager, and points out that the job demands versatility and time.

Sterner, William S. *The Student Council Adviser.* Reston, Va.: NASSP, 1979.

An analysis is made of the responsibilities and expected behavior of the student council adviser. Recommendations for choosing persons for this position are given. Suggestions are included for advance preparation, administrative functions, and dealing with both students and school administrators.

Stokes, Russell, Jr. "The Assistant Principal's Student Activities Arena." *NASSP Bulletin*, October 1973, pp. 63-69.

The responsibilities of an assistant principal for developing a successful student activities program are explored in this comprehensive article. Topics include: goals, implementation strategies, role image of the administrators, and behaviors/attitudes to be avoided.

Finances

"All About the Real Cost of School Sports and How Not to Get Your Signals Crossed." *The American School Board Journal*, June 1975, pp. 19-31.

A special report on recent changes in and costs of interscholastic sports. The article focuses on: a nine-point definition/checklist of a good interscholastic sports program; an easy and accurate formula for computing exactly how much your school district spends on interscholastic sports; what girls want from interscholastic sports; new research on sports injuries and what your school district can do to minimize them; and a discussion of new types of equipment.

Crase, Darrell. "The Continuing Crisis in Athletics." *Phi Delta Kappan*, October 1974, pp. 99-101.

Financial constraints placed on school athletic programs, indirect effects of forced busing, segregation of girls from competitive boys' teams, and other controversial issues are discussed in this article concerning interscholastic and intercollegiate athletics. The author suggests revamping of athletic offerings to maximize the educational benefits gained by students.

Evans, B., and Wagner, H. "Have Student Activity Costs Gotten Out of Hand?" *NASSP Bulletin*, September 1971, p. 22.

Parents at all income levels are concerned with the cost of extracurricular activities. Many students cannot participate because of the extra costs involved.

The article discusses this problem, gives examples of expensive "free education," and offers recommendations for solving this problem.

Fleshman, R.C. "Extra Duties without Extra Pay?" *American School Board Journal*, January 1972; p. 32.

Teachers can be assigned by school boards to perform extracurricular duties without extra pay; however, limitations on what duties the board can assign are fuzzy. This article states that only duties of a professional nature related to the teacher's field, and which do not demote the status of the teacher, can be assigned.

"Funds for Fair Play." *Nation's Schools and Colleges*, April 1975, p. 14.

A pilot project in Fairfax County (Va.) Public Schools to assist economically disadvantaged students in extracurricular activity participation is the topic of this brief report. The county's secondary school administrators received $66,000 along with guidelines for its distribution. These guidelines are briefly discussed.

Gades, R.E. "The Business Teacher and Activity Fund Accounting." *Journal of Business Education*, April 1969, p. 291.

The business teacher should take over school activity fund accounting, according to this writer. The accounting system presented in this article has several important advantages: (1) it has enough control to place responsibility on each key person in the accounting chain; (2) it is simple enough for all to understand and operate; and, (3) because all forms except checks can be duplicated at the school it is easy to place into operation.

Hendrickson, Grant. "Establishing Salary Schedules for Supervising Extracurricular Activities." *NASSP Bulletin*, February 1977, pp. 14-19.

This article outlines the plan used in the Longview, Wash., public schools for determining the rate of compensation for coaches and activity advisers. The plan, according to the author, could be modified to suit other school districts.

Herman, William L. "But Where's the Money Coming From?" *Journal of Physical Education and Recreation,* October 1976, p. 17.

Suggestions for financing an athletic program for girls are given in this article.

Johnson, P.L., et al. "Hidden Costs; How Free Are Our Public High Schools?" *Illinois Education,* 1966, p. 396.

This is a report on a survey to determine hidden academic and extracurricular costs of 1,969 senior high schools in northern Illinois with enrollments of 500 or more. The costs were reported for selected courses, by subject areas, and for selected items in the extracurricular area.

McConnico, J.D., and Rudolph, Gary. "The Band Director Has a Fund Raising Job." *The School Musician,* August 1974, p. 47.

Suggestions for improving fund-raising skills are provided in this brief article.

"A NISC Feature—Financing Intramurals." *Journal of Physical Education and Recreation,* March 1975, p. 22.

This article on the financing of intramural sports lists various methods by which schools can obtain money for intramural sports.

Pottker, Janice, and Fishel, Andrew. "Separate And Unequal." *Integrated Education,* March 1976, p. 3.

Financial inequities in girls' athletic programs are noted in this article.

"Salary Supplements for Extra Duty." *N.E.A. Research Bulletin,* May 1970, p. 42.

The practice of supplementing teachers' salaries for sponsoring extracurricular activities is widespread and

consequently there is considerable interest in information on "extra pay for extra work." Results are given of two comprehensive surveys of supplemental payments for 1967-68 and 1969-70. Sports, especially football and basketball, are supplemented with a greater amount of money than any other extracurricular pupil-participating activity.

Solley, Paul M. "Extra Pay for Extra Duty." *Today's Education*, May 1969, p. 54.

The article describes a guide for determining the extra pay for teachers' extra services. More than 60 job descriptions relating to extracurricular activities are listed. The guide was developed in 1965 by the Salary Committee of the State College Area Education Association in Pennsylvania, and nine criteria are used in rating each activity.

Issues, Problems

"Administrators Forum: This Month's Problem; Making Students Pay for Privilege of Participating in Extra Curricular Activities." *School Management,* October 1967, p. 33.

Six school board members discuss the practice which requires students to pay for the privilege of participating in student activities, including interscholastic athletics, debates, and science clubs. Their discussion suggests rationales and alternatives for financing student activities.

Allen, Howard W., and Gansneder, Bruce. "Student Perceptions about Student Activities," *High School Journal,* October 1976, p. 10.

Students' attitudes toward activity programs in their schools are discussed in this article. Their answers to a questionnaire indicated areas in which they felt there were problems. Cliques, domination of one group over another, and lack of financing are some of the problems mentioned.

Aschenbrenner, George. "The 'Rockford Situation'—Will It Spread?" *Scholastic Coach,* November 1977, p. 4.

This article is about the Rockford, Ill., school system and the year no extracurricular activities were offered in the secondary schools. A lack of funds caused many to lose jobs and resulted in a year without activities. The author suggests ways schools can prevent such cutbacks.

Ashbaugh, C. "High School Student Activism; Nine Tested Approaches for Coping with Conflict Situations." *Nation's Schools,* February 1969, p. 94.

The article's approaches for coping with conflict situations are as follows: (1) maintain lines of communica-

tion, (2) control influences, such as outsiders who can ignite potentially dangerous situations, (3) talk with student leaders, (4) consider third party mediation, (5) identify students' demands, (6) respond to the demands of the students, (7) make sure that all viewpoints are heard, (8) decide on a course of action, (9) institutionalize student participation, so that student involvement in the decision-making process of the educational system will be through evolutionary rather than revolutionary means.

Beaven, K.A. "Students Unite in City High Schools." *Times Educational Supplement,* April 4, 1969, p. 1086.

This article deals with the formation of councils to head off student demonstrations in New York.

Curet, Majorie. "Lessening Racial Conflicts in the Classroom." *NASSP Bulletin,* February 1976, pp. 38-43.

A portion of the article, written by a staff member of the U.S. Community Relations Service (CRS) Agency, deals with suggestions for administrators to reduce the potential for racial conflict in extracurricular activities. Questions for evaluation of an activities program are presented. Administrators are urged to closely supervise student elections and scholastic eligibility for student activities.

Fearon, C.P. "Campus Protest and the Administrator." *The Bulletin of NASSP,* September 1969, p. 28.

This article deals specifically with the White Plains (N.Y.) School where racial problems arose despite the school's reputation for being very conscious of the need for equal education opportunities. A violent confrontation might have been triggered by the police had not one administrator taken charge. Students who had been boycotting classes finally agreed to return after the administration had promised to act on the student demands.

Graves, S.M. "A Description of Student Unrest." *The Bulletin of NASSP*, May 1969, p. 191.

Anxieties stem from student groups rebelling against society and authoritarianism. High school administrators should not run away from these anxieties, but should make certain that all sides of a school or public issue are presented.

Hudgins, H.C. "Davis vs. Meek: Marriage Can Bar Extracurricular Activities." *Nation's Schools*, March 1973, p. 37.

This article describes a court case which ruled against a northern Ohio school board's policy of barring married high school students from extracurricular activities. Davis, an outstanding high school senior baseball player, sought by colleges and professional teams, was originally barred from extracurricular activities when he married. The court not only ruled against the school board's policy but also reprimanded the school for depriving a student of an opportunity to develop potential for earning a living.

Langenhennig, Sister M. Jordan. "Improving Extracurricular Activities." *Catholic School Journal*, April 1967, p. 69.

The article cites three major weaknesses found in many activity programs: overparticipation, lack of participation, and undemocratic management. The author points out that school administrators are obligated to correct existing deficiencies in their programs, and detailed recommendations are presented for correcting such weaknesses.

Robbins, Jerry H. "Hot Spots in Student Activities." *The Bulletin of NASSP*, September 1971, p. 34.

The article points out some of the shortcomings in today's activity programs, including the need to maintain a balanced program.

"Student Unrest in High Schools." *School and Society*, February 1970, p. 75.

This is a synopsis of an address given by U.S. Commissioner James E. Allen, Jr. Administrators should take the initiative in bringing together groups representative of all segments interested in the school to identify key issues of concern and to determine what alternatives there are for achieving appropriate changes in school policies and practices.

Weldy, Gilbert R. "Should We Enter That Contest?" *The Bulletin of NASSP*, September 1971, p. 75.

The article discusses the difficult task facing principals in deciding which contests schools should enter and which ones they should avoid. Often their actions are misinterpreted by members of the community who do not understand their position or obligations. The author offers guidelines for principals to use in selecting contests.

Ed. Note: Available from NASSP is an advisory list of programs that are approved and updated each year by the NASSP Committee on Contests and Activities.

Weldy, G.R., and Wilson, H.E. "A Policy for Controlling Demands of Outside Groups Upon Student Time and Talents." *The Clearing House*, March 1966, p. 406.

The article describes the reaction of a large midwestern school district to the problem of regulating student activities, particularly those involving non-school community groups. The article includes a comprehensive statement of board of education policies, a statement of philosophy and guidelines, and a statement of administrative policy relative to student activities.

Middle/Junior High School Activities

Baca, Luciano; Howard, Joan G.; and Alvin, W. "Student Activities Programs in Jr. High/Middle School." *NASSP Bulletin,* December 1975, p. 95.

Junior high and middle schools in four western states were surveyed to determine if there were differences in student activity programs at the various grade levels. The results suggest that school activities, as an integral part of the curriculum, should be carefully planned according to the ages of the participants.

Baer, G. Thomas. "Junior High Interscholastic Athletics: Needs and Controls." *Clearing House,* May 1976, p. 416.

Guidelines are provided to maximize the benefits and minimize the detriments of junior high school interscholastic athletic competition. The author perceives interscholastic activities as an integral part of the curriculum, but urges the development of sound physical education and intramural programs before building an interscholastic program.

Bula, Richard. "Pre-High School Competition—Is Being For or Against It the Issue?" *Journal of Physical Education,* May 1972, p. 186.

The author gives recommendations which will help to ensure that the child receives a positive experience while competing. In order for children to be properly supervised, he suggests that coaches of pre-high school pupils be well educated, and that workshops concerned with competition be held for parents.

English, Urma. *Organizing a Middle School or Junior High School Student Council.* Reston, Va.: NASSP, 1972.

A practical, detailed workbook to help junior high students accomplish a difficult job.

Grady, Joan Butterworth. "Middle School Activities—More Meaningful, with More." *NASSP Bulletin*, December 1977, pp. 74-78.

The selection of sponsors is the crucial aspect of a good activities program for middle school students. With effective sponsors the author claims appropriate activities may be established with neither additional financial burdens being placed on the school, nor the quality of activities being lessened. Exemplary activities and steps for improvement of any program are discussed.

Grenewald, M. "Junior High Production of the School Yearbook." *The School Shop*, November 1969, p. 47.

A school yearbook is a creative commentary on what students think about their lives, their times, their peers, their teachers, and their world, and it is important that this should not be undermined. The organization plan is simple—all work is done by the students.

Hoffman, Michael. "Strong Activity Program Eases Transition to Junior High." *NASSP Bulletin*, April 1978, pp. 120-22.

An activity program designed to meet needs and accommodate interests of individual students is discussed as an important element of early adolescent education. Components deemed essential are described, including community support, daily activity periods and faculty/community involvement.

Johnston, M. Margaret. "Junior Forensic League." *Catholic School Journal*, November 1968, p. 30.

Twenty-eight schools form the "Mississippi Gulf Coast Junior Forensic League" for grades 5-8. The league conducts speech contests for member schools to help students overcome nervousness, learn how to talk to an audience, and learn to communicate effectively. A survey shows that graduates of this junior league do better in high school contests.

Junior High School/Middle School Evaluative Criteria, Sec. VII, Student Activities Program. Washington, D.C.: National Study of School Evaluation, 1970, p. 73.

This publication provides administrators, teachers, and evaluators a process, criteria, and checklists for assessing the quality of middle-junior high school activity programs.

Moyer, David H. "Increasing Participation." *Journal of Physical Education and Recreation,* February 1977, p. 36.

The author proposes involving as many middle school students as possible in an intramural program. He describes how his basketball program accomplishes this.

Mueller, Sr. Mary Louise. "Class Clubs." *Catholic School Journal,* December 1969, p. 28.

This article recommends a new approach to the traditional junior high school class club—a special interest club, in which students enjoy a common hobby or activity.

Owen, M. "Social Studies Activities." *The Instructor,* June-July 1969, p. 100.

This article describes six activity areas to broaden the junior high school social studies curriculum.

Reum, Earl. *Of Love and Magic: The Junior High/Middle School Student Council Adviser.* Washington, D.C.: NASSP, 1973.

The author gives a description of junior high students and their leaders; guidelines for advisers; meetings, council, and committee structures; handling of finances and public relations. He also includes a sample summary of a year-long activities calendar.

Rizzo, M.E. "Active Activities Program." *The Clearing House,* November 1969, p. 182.

Ninety percent of the students at Ingomar Middle School in Pittsburgh, Pa., are involved in the activity program described in this article.

Robbins, Jerry H., and Williams, Sterling B. *Student Activities in the Innovative School.* Minneapolis, Minn.: burgess Publishing Company, 1969, p. 56.

The junior high school student council closely resembles the senior high school council, with some modifications to allow for the differences in age and maturity of the students. Commonly accepted responsibilities are: (1) regulation and evaluation of student activities; (2) representation of the student body to the administration pertaining to the conduct of student affairs; (3) organization of assembly programs; (4) participation in the management of school affairs.

Rowley, J.V., and Galford, J.B. "School Social Events." *The Clearing House,* October 1968, p. 110.

The authors suggest that the various grade levels have different events (seventh—afternoon picnic; eighth—7:30 p.m.-10:30 p.m. party; ninth—7:30 p.m.-11:30 p.m. dance). The article closes with suggestions of how to prepare for the dance.

Summerlin, Stanley L. "Initiating Public School Intramurals." *Journal of Physical Education and Recreation,* February 1978, p. 43.

The author, intramural director of Monroe (N.C.) Middle School describes his school's program in this brief article. Practical suggestions are given to initiate and implement similar intramural programs at other schools.

Toran, Ralph A. "Intramural Programs for Middle School." *NASSP Bulletin*, April 1979, pp. 121-22.

Considerations for middle school administrators in establishing intramural programs are discussed. The administrator is depicted as a facilitator and organizer rather than a coach.

Assemblies

Beach, Daniel R. "School Assemblies: The Lost Art." *NASSP Bulletin*, February 1979, pp. 107-11.

Describing the current status of school asemblies as an "administrative headache," the author presents objectives and possible solutions to the problem. He suggests restructuring assembly programs as a positive aspect of the total school program. The establishment of an assembly committee of teachers and students, with the principal serving as an ex-officio member is suggested to establish a vital program.

Birdsall, R. "Toward Better Assemblies." *The Instructor*, June 1967, p. 39.

The assembly planning adviser should study the previous year's programs and see if objectives were met. Different aspects of the assembly are considered, and resolutions for the adviser are detailed.

Blazek, Richard E. "Student Participation in Student Recognition." *Business Education Forum*, January 1970, p. 33.

The activities performed in holding a recognition assembly serve as a learning medium for students if student participation is emphasized. Preparation tasks for such an assembly are detailed.

Clotz, Marilyn J., and Kwiecien, Chester M. "Meaningful School Assemblies: Building for the Impossible." *American Secondary Education*, June 1979, p. 58.

A committee of students with a faculty adviser is suggested to plan, schedule, organize, publicize and evaluate assembly programs in an attempt to make such offerings more relevant to the needs and interests of the students. The use of all faculty members for student supervision during assemblies is strongly advocated, as is the provision of opportunities for informal evaluation of each program.

Howard, A.W. "The Subversion of the School Assembly." *The Clearing House,* March 1970, p. 401.

This article stresses the lack of value in a high school assembly program. Neither the pep rally nor the awards ceremony recognizes any ability except athletic prowess. It is concluded that student assemblies must have real value and a proper balance of purpose, meaning, and educational benefits before any good can result.

Hughes, Otto, and Schooler, Virgil. "Student Activity Program in Indiana High Schools: The Assembly Program." *Bulletin of the School of Education, Indiana University,* July 1966, p. 1.

This is a thorough study of the assembly programs in the high schools of Indiana. The basis for the study is that more serious consideration should be given to the role of the assembly in its contribution to the extracurricular program and to the total instructional program of the high school. The design and results of the research are given.

Novak, Benjamin J. "The Assembly Builds School Morale." *Education,* December 1966, p. 241.

The author emphasizes the importance of the assembly in unifying the student body and stimulating its desire to accept the school's traditions and values.

Rowland, Howard. "Dramatic Readings." *The Clearing House,* March 1967, p. 410.

The author conceived the idea of a "Dramatic Readings Assembly" planned, written, and produced by students in high school. The program consisted only of poetry presented by individual readers and choral groups. Experimental lighting and music provided unusual background for the presentations. The assembly was so well received that it is now a tradition.

Athletics

Alley, Louis E. "Athletics in Education: The Double-Edged Sword." *Phi Delta Kappan*, October 1974, pp. 102-5.

The coach determines the educational values of an athletics program and must, according to this article, be an individual dedicated to that end. Positive and negative aspects of athletics in the elementary, junior high, and senior high school are discussed.

Apgar, Fred M. "Emphasis Placed on Winning In Athletics by Male High School Students." *Research Quarterly*, May 1977, p. 253.

Results of a study of male high school athletes in New York are discussed thoroughly in this article. The researcher concludes that the emphasis on winning is not detrimental.

Apps, B. "Indoor Pentathlon May Be the Answer." *Times Educational Supplement*, February 21, 1969, p. 586.

The aim of the indoor pentathlon is to provide a competitive event for the all-rounder with five events: a sprint, a vertical jump, a horizontal jump, a throw, and an endurance event. Information regarding set-up, rules, regulations, and scoring procedures is included.

Arnold, Don E. "Staffing the Interscholastic Athletic Program." *NASSP Bulletin*, September 1978, pp. 75-87.

Attrition of qualified coaches and its impact on the quality of interscholastic athletic programs is discussed. Coaching certification programs, legal guidelines for selection of personnel, administrative regulations, and relevant court cases and topics are included in this thorough analysis of the present state of coaching. The author cautions that interscholastic programs should not be allowed to surpass the availability of competent coaches.

"Athletics as Academic Motivation for the Inner City Boy." *Journal of Health, Physical Education, and Recreation,* February 1972, p. 40.

The article is a report on the University of Chicago's program for educational opportunity. High school coaches show concern for student athletes, thereby encouraging them to succeed by their own efforts.

Blaufarb, Marjorie. "Equal Opportunity for Girls in Athletics." *Today's Education.* November/December 1974, pp. 52-65.

The author explores various "myths" she claims have impeded the progress of competitive athletic programs for girls in the public schools. Exemplary district- or statewide programs are briefly discussed.

Bradburd, Douglas C. "Coaching Varsity Track on a Coed Basis." *Scholastic Coach,* September 1978, p. 110.

This article was written by the coach of the Gree (N.Y.) High School track team. In the school's coed track program the boys and girls work, train, and compete together. The coach claims that since the program started the school records and competitive standings have improved greatly for both girls and boys. The coaching staff is composed of women and men who help the athletes more because they deal with their specialties.

Bradley, I.D. "The Playing Fields of Ware." *Today's Education,* May 1969, p. 25.

The girls' physical education program at Ware (Mass.) High School has been transformed from a traditional one limited to team sports, gymnastics, and dance, to a new experience for all. Through the addition of golf, tennis, archery, horseback riding, skiing, judo, and camping, the program introduces girls to lifetime sports.

Cheska, Alyce. "Girls' and Women's Sports." *Journal of Health, Physical Education, and Recreation,* March 1970, p. 86.

The article discusses the physiological differences between the male and female and describes which sports

are more advantageous to each sex. The article lists reasons why sports are becoming more popular with women as well as reasons why sports should be emphasized.

Clark, Dana E. "Intramurals: A Casualty of Title IX?" *Journal of Physical Education and Recreation,* May 1977, p. 66.

This author contends that in many schools intramural athletic programs have been dropped in favor of interschool sports. Both are needed, however, for it is through intramural programs that *all* students have the chance to participate.

Cleland, Donna. "Preparing Women Coaches and Athletic Administrators." *Journal of Physical Education and Recreation,* October 1977, p. 18.

Although state teaching certification requirements, state coaching certification requirements, and teacher training courses vary, this article describes five concepts which seldom vary and tells how each pertains to preparation for a coaching position.

Crase, Darrell, "A New Dimension in Education: Girls' and Women's Sports." *NASSP Bulletin,* November 1975, pp. 104-109.

An overview of the progress of the girls' and women's sports movement is presented. Obstacles, primarily of a financial nature, to the establishment of full-scale athletics programs for high school girls are discussed.

Cudahy, M.S. "One Man's Way to Boost Athletics." *Times Educational Supplement,* August 8, 1969, p. 19.

This author has set up a system to classify athletic participants by age and size. He feels it is an excellent method for promoting an interest in athletics, encouraging training, and raising standards. No longer will competition be only for the strongest.

Dannehl, Wayne E., and Razor, Jack E. "The Values of Athletics—A Critical Inquiry." *The Bulletin of NASSP*, September 1971, p. 55.

The article lists several reasons why athletics have been criticized. Despite these objections, most communities are strongly in favor of athletics. The values associated with athletics are discussed.

Daugherty, Jack. "Athletics. Let's Accentuate the Positive." *Phi Delta Kappan*, October 1974, pp. 136-39.

Claiming he is not attempting to minimize criticism directed at athletics or dispute negative research findings, the author examines positive aspects of sports participation through experiences of selected individuals.

Edwards, Marigold, and Neal, Patsy. "Competition: Why Should I Strive? What More Could One Ask?" *Journal of Health, Physical Education, and Recreation*, January 1966, p. 28.

The article is about the personal experiences of the two authors in athletic competition. The values of athletics for girls are stressed.

"Everybody Out of the Stands." *Nation's Schools and Colleges*, October 1974, p. 12.

New Games, an alternative program of noncompetitive activities developed in California, is the topic of this article. Examples of the 200 activities currently in use are discussed.

Fenton, Elizabeth. "The Painful Facts of Interscholastic Sports." *The American School Board Journal*, June 1975, pp. 25-33.

This discussion of high school athletic protection focuses on three areas: safety, coaching, and athletic equipment.

"Financing Intramurals." *Journal of Physical Education and Recreation,* March 1975, pp. 22-25.

This National Intramural Sports Council article samples school funding methods. Methods described include regular budget allocations, general funding, special appropriations, student fees, concession accounts, and various combinations of these measures.

"The Future of Interscholastic Sports for Girls." *Journal of Health, Physical Education, and Recreation,* March 1968, p. 39.

The article states that the future of interscholastic sports programs for girls will be determined by what women want to happen. Four crucial areas will determine the key to future successes: quality leadership; well-defined guidelines, principles, and controls; education of administrators about competition for girls; and programs for each school and league.

"Girls and What They Want from Sports." *American School Board Journal,* June 1975, pp. 33-34.

Women athletes want parity: equal opportunity to practice and play in competitive sports. Title IX and recognition of women athletes by national sports associations help to equalize sports opportunities.

Genasci, James E., and Klissouras, Vasillis. "The Delphic Spirit in Sports." *Journal of Health, Physical Education, and Recreation,* February 1966, p. 43.

The article discusses the internal forces that drive athletes to seek higher levels of performance for themselves. The emphasis is not on winning but on the pursuit of excellence for its own sake.

Gilbo, John Robert. "Junior High Intramurals: A Positive Approach." *Journal of Physical Education and Recreation,* September 1976, p. 38.

An approach to establishing intramurals as the sole athletic program or in conjunction with the in-

terscholastic program in junior high school is outlined. Effective public relations efforts are essential to the success of an intramural program, especially if the program serves as the primary vehicle for athletic participation within the school.

Greenwood, Edward D., and Rarich, G. Lawrence. "Psychological Values of Lifetime Sports." *Journal of Health, Physical Education, and Recreation,* November-December 1967, p. 33.

The article discusses the theoretical background, the record of past and current research, and the need for further study about the emotional benefits of physical activities. Lifetime sports such as golf, tennis, and bowling are stressed.

Hammel, Bob. "The Sixty-Game Winning Streak: Who Won, Who Lost?" *Phi Delta Kappan,* October 1974, pp. 125-128.

The effects of a six-year winning streak by a Bloomington, Ind., high school football team—based on interviews with coaches, players, and administrators from the winning school as well as from opposing teams—are analyzed by a local sports writer.

Hanks, Michael P., and Eckland, Bruce K. "Athletics and Social Participation in the Education Attainment Process." *Sociology of Education,* October 1976, p. 271.

This study was made to determine the relationship between extracurricular athletics and the participants' social and educational welfare. One conclusion is that athletic participation has no detrimental effect on academic performance. Another is that athletes tend to socialize with other college-oriented athletes in hopes of continuing their sport at the college level.

Hogan, John C. "Sports in the Courts." *Phi Delta Kappan,* October 1974, pp. 132-35.

This discussion of court cases related to interscholastic athletes focuses on such aspects as: eligibili-

ty for participation, extent of coaches' authority, sexism and inequality of funding, and liability for student injuries.

Ibrahim, Hilmi, and Morrison, Nettie. "Self-Actualization and Self-Concept Among Athletes." *Research Quarterly,* March 1976, p. 68.

As the title implies, this is the report of a study done to compare self-actualization and self-concept among athletes. The Fitts Tennessee Self-Concept Scale was given to 50 high school students and 50 college students. It was found that athletes are below average in their self-concept; above average in their self-actualization.

Johnson, Lee. "Coed Sports in High School." *Journal of Physical Education and Recreation,* January 1977, p. 23.

The article explains how coed sports can be fun and challenging for both sexes without male domination. The author explains how to modify several sports so that the girls as well as the boys can play.

Johnson, T. Page. "Girls on the Boys' Team: Equal Protection in School Athletics." *NASSP Bulletin,* October 1974, p. 55.

This article gives a complete rundown on the status of girls participating on boys' high school athletics teams. The article contains reports of many court cases from Little League squabbles to girls trying to join men's track and field teams.

Kelley, Barbara J. "Implementing Title IX." *Journal of Physical Education and Recreation,* February 1977, p. 27.

What schools must do to comply with Title IX requirements is explained in this article. Staff training, planning, scheduling, and curriculum revision are all discussed.

Kleinkopf, Karl N. "Set Your Goals." *The Coaching Clinic,* December 1977, p. 27.

The article explains that the establishment of specific goals is perhaps the most important personal decision an athlete must make. Once a concrete, worthwhile goal is planted in an athlete's mind, he is on his way to success because he knows exactly where he is going.

Kniker, Charles R. "The Values of Athletics in Schools: A Continuing Debate." *Phi Delta Kappan,* October 1974, pp. 116-20.

Relevant professional literature and research studies are reviewed in this analysis of possible positive and negative effects of athletic programs in the schools. Such ascribed values as control, competition, social security, physical well-being, and school spirit are discussed, with many references provided for further examination.

Konnert, William. "Winning with High School Athletics." *NASSP Bulletin,* December 1976, pp. 32-35.

How to determine what is beneficial in athletics, and how an athletics program relates to the total school program are discussed in this article. The roles of the principal and coach in effecting a positive sports program are emphasized.

Lackey, Donald. "Why do High School Coaches Quit?" *Journal of Physical Education and Recreation,* April 1977, p. 22.

To find the answer to that question, the author sent out questionnaires to 320 Nebraska principals. The 232 responses cited a number of reasons, and the major ones are listed in this article.

Landers, Daniel M.; Feltz, Deborah L.; Obermeier, George E.; and Brouse, Thomas R. "Socialization Via Interscholastic Athletics: Its Effects on Educational Attainment." *Research Quarterly,* December 1978, p. 475.

A study designed to assess the influence of athletics on educational attainment is discussed. Findings include

the fact that high school males participating only in athletics lack necessary academic skills for higher education. The influence of significant others in determining areas of extracurricular activity participation is also explored.

Landers, Daniel M., and Landers, Donna M. "Socialization via Interscholastic Athletics: Its Effects on Delinquency and Educational Attainment." *Sociology of Education*, October 1978, pp. 292-303.

This article investigates the relationship between extracurricular participation and delinquent acts of a sample of male students in an unidentified high school from the years 1959-1972. Results of the study and conclusions of the investigators are presented.

Levin, Dan. "What, if Anything, Can Boards Do About National Sports Competitions for High School Athletes?" *American School Board Journal*, July 1979, pp. 25-27.

National athletic competitions sponsored by commercial organizations are briefly discussed. The controversy surrounding sponsorship by educational organizations of similar programs is explored. The author presents criteria suggested by the National Federation of State High School Associations to aid administrators in evaluating proposals for national competition by their student athletes.

Mason, Skip. "A Different Look in High School Intramurals." *American Secondary Education*, September 1978, p. 4.

Citing the failure of intramural programs to attract students as a major problem, the author suggests the incorporation of single elimination tournaments in a variety of areas. Coordinated by a faculty adviser, these short term activities and their effect on student participation in an Ohio high school are discussed. Implementation procedures are outlined.

Mass, Gerald M. "Promoting High School Intramurals," *Journal of Physical Education and Recreation*, February 1978, pp. 40-41.

Claiming that an emphasis on interscholastic sports activities at the secondary school level does not meet the sports participation needs of the majority of high school students, the author proposes an intramural program as an alternative. A program coordinator who has no coaching responsibilities, and a rotating system of priorities for practice and game sessions are depicted as necessary aspects of a successful intramural program.

Moyer, David N. "Increasing Participation," *Journal of Physical Education and Recreation*, February 1977, pp. 36-37.

A needs assessment conducted in the spring of 1975 by the author, an administrator at Bayard Middle School (Wilmington, Del.), and the resulting revisions of that school's intramural program are discussed. Revisions emphasized offerings to motivate those students identified as reluctant participants. Results of a four-month trial period for the revised program, and subsequent recommendations are included.

Mudra, Darrell. "The Coach and the Learning Process." *Journal of Health, Physical Education, and Recreation*, May 1970, p. 26.

The article gives a coach's point of view on why athletics are important to young adults. The author states that good personal relations are necessary between players and the coach.

Muehlberg, J. "Archery Interest Expanding at High School Level." *Athletic Journal*, June 1972, p. 32.

This is a preview of the expected growth of this sport, its appeal and applicability to school activity and sports programs, and a guide to the purchase of equipment for high school use. Recommendations are given for range design, targets, clinics, and club affiliation.

Ogilvie, Bruce C., and Tutko, Thomas A. "Sport: If You Want to Build Character, Try Something Else." *Psychology Today,* October 1971, p. 61.

The authors' research into the effects of competition on personality found no empirical support for the premise that sport builds character. Athletic competition has no more beneficial effect than intense endeavor in any field. Such topics as traits of competitors, differences between and among sexes, types of sports, and coaching attitudes are also presented. A highly relevant article for athletic coaches.

Pernice, Sue. "Coaches—Let Your Players Think!" *Journal of Education and Recreation,* September 1976, p. 23.

Coaches should not always tell their teams what to do. Their teams should have a part in the decision making and should try to solve problems themselves. The coaches should be available to encourage and instruct players, and to help them see their problems, according to this writer.

Register, Vernon J., and Forth, Sarah L., "Pennsylvania's Statewide Intramural Program." *Journal of Physical Education and Recreation,* May 1978, p. 62.

Pennsylvania's regulations regarding the development of comprehensive intramural programs available for all students in the upper elementary and secondary grades are briefly discussed. Steps leading to the adoption of the regulations and approaches utilized by school districts attempting compliance are summarized.

Reynolds, Wilmer. "A Protest." *Journal of Physical Education and Recreation,* June 1977, p. 27.

Reynolds claims that there should be no academic probation for competition in athletics. He claims that participating in athletics is a learning experience in itself. The athletes learn to abide by the rules, get along with others, cooperate, and work for the team. Athletics also reduce the dropout rate.

Ricken, Bob. "How About Prep Teams?" *NASSP Bulletin,* November 1976, pp. 111-13.

Suggesting varsity athletic programs as presently organized could be considered contrary to educational goals, the author proposes to broaden participation through prep teams to capitalize on the benefits offered by athletics, and reduce the elitism associated with varsity selection. A second alternative focuses on a longer non-selective training program to precede the selection of varsity athletes.

Rosato, Frank, and Maxwell, Lee. "High Schools Can Afford Athletic Trainers—Here's How." *NASSP Bulletin,* April 1978, pp. 85-89.

The authors cite statistics concerning the excessive instances of athletic injuries in secondary schools, and opinions of authorities in sports medicine regarding the lack of qualified athletic trainers. They contend the problem must be addressed immediately. Solutions adopted by various school systems are discussed.

Santos, J. "Try the Pentathlon." *The Athletic Journal,* March 1970, p. 48.

This article deals with a way to attempt to build interest in high school athletics. The author says the pentathlon will increase the number of competitors in a track and field program, stimulate interest in competing in the decathlon, and encourage new interest in high school track.

Seefeldt, Vern, and Haubenstrieker, John. "Competitive Athletics for Children—The Michigan Study." *Journal of Physical Education and Recreation,* March 1978, pp. 38-41.

A three-phase study of sports programs in Michigan is the focus of this article. Results of the first phase—a survey of school-age youth to determine the extent of participation and other descriptive data—are summarized. Remaining phases, including a follow-up survey and an in-service program, are outlined.

Simmons, K.B. "Track and Field Clubs for Girls." *Journal of Health, Physical Education, and Recreation,* April 1969, p. 43.

There is much more to coaching a track club than knowing the techniques of performance. It is essential that the organization and management of the programs and the ensuing experiences reflect knowledgeable practices. A good coach can help young female athletes find satisfaction in performance, and in their total growth and development as individuals in our society.

Snyder, Eldon E. "Participation in Sport as Related to Educational Expectations Among High School Girls." *Sociology of Education,* January 1977, p.47.

A study conducted in 1975 of high school females participating in selected interscholastic athletic activities in Ohio is discussed. Results indicated that participants in both sports and music activities had higher educational expectations than those who were active in either area exclusively.

Snyder, Eldon E., and Spreitzer, Elmer. "Correlates of Sport Participation among Adolescent Girls." *Research Quarterly,* December 1976, p. 804.

A 1975 study investigating such correlates of participation as familial factors, peers, self-reported body image, and influence of significant others is discussed. Researchers concluded that interpersonal influence is largely related to the recruitment of high school female athletes.

Spring, Del. "Athletics and the Modern Industrial State." *Phi Delta Kappan,* October 1974, pp. 114-115.

The tendency to organize and regulate school athletics could result in their transformation from leisure pursuits to another form of school work, thus altering their initial function and, in the author's view, destroy their primary value.

"Standards and Guidelines for Intramurals." *Journal of Physical Education and Recreation,* March 1975, pp. 26-27.

This is a statement prepared by a task force of intramural directors and administrators under the auspices of the National Intramural Sports Council. Topics addressed include resources, evaluation, procedures, administration, objectives, participants, personnel, and programs.

Tucker, Richard H. "Time and Space—Surviving the Squeeze." *Journal of Physical Education and Recreation,* February 1977, p. 32.

The intramural director at Greenfield (Ill.) High School summarizes his school's attempts to maintain sufficient intramural activities for all students while facing obstacles such as insufficient space and scheduling options.

Tucker, Richard, and Trump, Roberta. "How Mission Impossible Was Accomplished." *Scholastic Coach,* January 1979, p.70.

This article explains how to get the most use out of a track facility when it must be shared by junior and senior high school students.

Turner, Mosby. "Scheduling Student Officials." *Journal of Physical Education and Recreation,* February 1978, p. 42.

The use of students as officials for intramural activities is suggested as an alternative to voluntary service by teachers or paid professional referees. Among advantages of such an approach is the expansion of student participation.

Williams, Kenneth. "Computerized Team Ranking and Game Scheduling." *Journal of Physical Education and Recreation;* October 1977, p. 20.

This article explains how computerized scheduling of games is used to get evenly matched teams together and to prevent runaway scores.

Winter, Kent. "How Girls Athletic Competition is Developing," *NASSP Bulletin,* January 1976, pp. 97-100.

The author, a high school principal, questions the movement toward equality for girls in competitive sports. The premise of equal pay for male and female coaches is also questioned because of the alleged inequality of work involved. The author suggests the girls' athletic movement be redirected to achieve "unequal and superior programs" compared to boys' athletics.

Wray, J.A. "Costs of Secondary School Athletic Programs." *School Management,* November 1972, p. 26.

This study compares the costs of athletic programs in terms of school size, offerings, and cost per pupil. Numbers of coaching assignments and salary increments are charted.

Vanderzwoog, Harold. "Sports Concepts." *Journal of Health, Physical Education, and Recreation,* March 1970, p. 35.

In this article the author defines many key words in athletics. Topics such as sportsmanship, sports appreciation, competition, physical fitness, etc., are also discussed.

Clubs

Brown, Ronald A. "The FFA Side of the Triangle." *Agricultural Education,* May 1977, p. 248.

Brown claims that every agriculture student should be a member of Future Farmers of America while now there are only one out of four who are not members. The article lists the objectives and stipulates that to get more students involved, FFA needs to plan and implement a program for their interest.

Burrill, Robert. "A Challenge to Be Different." *Agricultural Education,* July 1975, pp. 8-9.

This article describes a successful Future Farmers of America chapter and tells how participation can benefit students.

Chrismer, John M. "Resource Management: A Natural For D.E." *American Vocational Journal,* September 1974, p. 47.

This article deals with the Distributive Education program and how the teacher/sponsor can improve it. It explains how DECA (Distributive Education Clubs of America) can improve the program and help motivate the students. It also states that DECA allows students to contact business leaders and possibly establish a career through the high school program. DECA also aids students by giving them a list of qualifications needed for certain jobs. DECA is considered an important addition to a DE program.

Cudd, Mary. "Butcher, Baker, or Indian Chief?" *Science Teacher,* March 1975, p. 39.

This article describes a "Careers in Science" club started because of a statewide concern for developing career education courses. In addition to speakers, the meetings involve the students in researching the science career they are interested in. The program has stimulated the students' awareness of community resources as well as their interest in a variety of science careers.

Davison, Jo. "Ecology Is Alive and Well in Hinton!" *American Biology Teacher,* April 1975, pp. 220-3.

The author relates how she and her students organized an ecology club to compensate for the lack of biology classes in their high school.

After seeking advice from a nearby college and a conservation club in a neighboring city, the group determined that the members themselves should tailor the club to their needs and to those of their community.

Dawson, Paul D. "Science and Socialization Out-of-Doors." *The Education Digest,* February 1977, p. 57.

A successful outing club is described in this article. Students not only learn ecology, but learn to know their teachers as people.

Dobinson, Humphrey. "More than Just a Job." *The Times Education Supplement,* February 25, 1977, p. 30.

This article tells how a teacher started a bird watching club that grew rapidly because of student interest. The students learned identification, migration, mating patterns, and nest identification. Interest in the club was so great that the school offered a class on birds. The author gives tips on forming a club.

Doneth, John R. "DECA: An Invitation to Dialogue." *American Vocational Journal,* September 1974, p. 48.

An article promoting DECA (Distributive Education Clubs of America) as an integral part of the Distributive Education program. According to this article, DECA programs have suffered because of the lack of student, faculty, or administration interest.

Frick, Lucille. "Integrating FHA/HERO into the Classroom." *American Vocational Journal,* April 1977, pp. 51-53.

Issues and concerns related to integrating Future Homemakers of America/Home Economics Related Occupations into the classroom are categorized as organizational, structural, philosophical, and curricular. The article lists guidelines which should prove helpful to chapter advisers engaged in the integration process.

Gibson, Ruth. "New Kid on the Block." *American Vocational Journal*, September 1977, pp. 34-36.

Vocational Opportunities Clubs of America are clubs geared to students with special needs. This club teaches students skills in areas such as job interviews, career manuals, public speaking, group talent, arts and crafts, and club projects. These clubs also are actively involved in community projects. This program has helped the special-needs students develop self-confidence.

Gillespie, G.A. "Q: How Do You Handle Book Worms? A: Use a Club!" *Minnesota Journal of Education*, February 1969, p. 26.

This article explains how the 23 book clubs at Cloquet High School are different from many other extracurricular activities offered to the high school student.

Greitzer, Samuel L. "The Sixth U.S.A. Mathematical Olympiad." *The Mathematics Teacher*, October 1977, p. 590.

To participate in the Mathematics Olympiad a student must take a preliminary test. In 1977, 341,000 students took the test and only 107 qualified for the Olympiad. Of those, only 14 team members were selected to represent the United States in competition with Yugoslavia.

This program's aim is to upgrade mathematics in the school system.

Guilinger, Jim. "Use the FFA as a Career Education Tool." *The Agricultural Education Magazine*, April 1973, p. 219.

This article discusses training students for a career through the Future Farmers of America, which exposes students to many different jobs and career opportunities. The article explains that FFA work-placement projects are a good way to get students involved in a career.

Holden, Peter. "The Young Ornithologist's Club." *The Times Educational Supplement,* July 2, 1976, p. 44.

This article about ornithology gives various reasons why students become interested in birds. Bird watching can fit into biology, science, or history classes. Students show a keen interest and usually stay with the club longer than most students in other clubs.

Key, James P. "Leaders of Tomorrow Through FFA." *Agricultural Education,* February 1978, p. 173.

This article tells how Future Farmers of America helps students to develop leadership. FFA gives the students "a sound base upon which they can continue to grow and build."

Matteson, G., and Carlson, D. "Factors Affecting Participating in State FFA Activities." *The Agriculture Education Magazine,* October 1972, p. 94.

In assessing depth and level of participation by local Future Farmers of America groups in state functions, the author compares such factors as years of experience of the instructor, teacher turnover, school location, and administrative interest. Recommendations for maintaining a high level of participation are provided.

Mayes, Billy W. "President's Corner." *Man/Society/Technology,* September/October 1977, pp. 2-3.

With more than eight million students and more than 60 thousand teachers, industrial arts as a major field of education is conspicuous for its lack of identity, continuity, and unity. A strong national IA student organization with state chapters and local school clubs may be just what is needed to get it all together.

Moore, Elizabeth V. "Health Careers Clubs: New Jersey's Pioneering Approach." *American Vocational Journal,* November 1974, p. 61.

The article explains how Health Career Clubs were first started in New Jersey high schools and how they have since proliferated in the state.

Palches, P. "Idea Forum: An Experiment in Nonstructure." *The Bulletin of NASSP,* December 1967, p. 12.

The article describes an "idea forum" in a larger California high school. The forum was implemented by scheduling three class periods, once a week for five weeks, where students could select and pursue special topics and areas of interest. The activities were instructional as well as recreational, and an evaluation process and its results are reported in the article.

Porteous, Peter L. "National DECA Center Opens for Business." *American Vocational Journal,* November 1976, p. 102.

In this article about the dedication of the national Distributive Education Clubs of America center, the author includes an explanation of the future plans and goals of DECA.

"Principals' Problems: Is a Club Program Practical in a Large School?" *Instructor,* January 1968, p. 25.

The discussion was based on the case study of a principal who felt that his K-6 school of 1,200 students was too large to consider an activity program. The three principals involved in the discussion shared the idea that, regardless of the school's size, student involvement is a must.

Reel, Mildred, "Relating FHA to the Classroom." *Journal of Home Economics,* February 1974, p. 19.

This article discusses the importance of the Future Homemakers of America/Home Economics Related Oc-

cupations programs and tells how the FHA can strengthen a home economics program. The FHA allows more openness, student interaction and cooperation, and gives a new role to the teacher/adviser. Two programs for integrating FHA into the school classroom are listed.

Seering, Ken. "FFA—The Key for Training Leaders for Agriculture." *Agricultural Education,* February 1978, p. 175.

The author gives a partial list of activities which build leadership abilities through the Future Farmers of America. This list includes such things as participating in local, state, and national leadership workshops; being delegates to the state and national FFA conventions; helping with fund-raising activities; assisting in promotions for various organizations; and applying for scholarships for furthering FFA members' education.

Sheradin, Sandra. "FFA—A Link to Employment." *Agricultural Education,* April 1977, p. 236.

Sheradin tells how Future Farmers of America can provide students with an optimum educational background. In FFA the students have experiences similar to those they will have to perform in future employment.

Steiner, Richard L. "I'm Going to Sponsor the Science Club." *The American Biology Teacher,* October 1968, p. 655.

Advice is given on how to start a science club. Two types of programs are outlined, and the potential sponsor is shown how to generate interest in a science club during classroom periods.

Stillwell, E. Curt. "A Unique Educational Experience." *Agricultural Education,* March 1978, p. 210.

Each year groups of vocational agriculture students and a selected Future Farmers of America adviser are able to participate in a tour of selected foreign countries,

studying the agriculture, culture, and people of the countries visited. Perhaps the most effective method of international education that either American youth or foreign youth can participate in is the Future Farmers of America—Work Experience Abroad Program established by the National FFA Association.

Tandris, Thomas P. "Responding to Today's Diversity." *Journal of Physical Education and Recreation,* February 1978, p. 48.

The author, an administrator at North High School (Downers Grove, Ill.), suggests the establishment of a sports club program as an alternative to existing interscholastic or intramural offerings in secondary schools. Advantages of such a program are discussed, including the provisions of higher level competitive experiences without the necessity for full interscholastic funding.

Terrass, Joyce J. "Let's Get Going with Occupational Home Economics." *Journal of Home Economics,* February 1974, p. 23.

This article recounts the accomplishments of the Future Homemakers of America/Home Economics Related Occupations programs for the first 10 years. It describes the problems initially encountered and how they were overcome. The author explains that FHA/HERO programs are ready to prepare high school graduates for employment.

Tindell, Robert James. "A Quarterback Club for the High School Fine Arts Department." *Communication Education,* September 1977, pp. 275-76.

A Fine Arts Club formed by the theater, art, and music departments of a high school helps to meet financial needs. In addition, the club enhances cooperation among the three departments and gives club members a broader cultural experience.

Van Hook, Victor. "Everyone Must Do More for Vocational Youth Groups." *American Vocational Journal,* February 1977, p. 27.

This article tells of the attempt of the American Vocational Association to aid and improve student vocational groups such as the Future Farmers of America, Distributive Education Clubs of America, Vocational Industrial Clubs, Future Business Leaders of America, and the Future Homemakers of America. Problems of each club or organization are discussed.

White, Inman, and Christianson, James C. "FFA Contests Viewed by Principals, Parents, FFA Members, and Teachers." *Agricultural Education,* February 1978, p. 188.

This article describes the views of everyone involved in the Future Farmers of America and its contests. The authors say that in Texas many contests are held which are considered important by almost everyone involved. They also list changes which principals, parents, students, and teachers think are necessary.

White, Thomas R. "Training Plans for HEROS." *Journal of Home Economics,* May 1974, p. 28.

This article discusses HERO (Home Economics Related Occupations) programs in secondary schools and how the FHA student benefits from them. The HERO program enables students to take classroom studies and on-the-job training in many home economics related occupations.

Willett, Percy W.; Nelson, Clifford L.; and Seefeldt, Robert A. "Youth Without Opportunity—Schools with No FFA." *Agricultural Education,* September 1977, p. 68.

Responses to a questionnaire the authors sent out provided them with a number of reasons why schools do not offer Future Farmers of America programs.

Wittman, Karl S. "Health Career Clubs: Is It Time For A National Organization?" *American Vocational Journal*, March 1974, p. 39.

This article deals with the growing need for a National Organization of Health Career Clubs. The author sees a definite place for Health Career Clubs in high schools. These clubs could help provide employment contacts to members and would allow students to learn more than just a clinical skill.

Woody, William T. "FFA—A Curriculum Within a Curriculum." *Agricultural Education*, May 1977, p. 252.

Woody claims every agricultural program should have an Future Farmers of America program. Not only is it a program that brings a sense of unity to the agriculture students, it also provides academic and social benefits.

Band, Other Music Activities

Arnold, Jay. "Your Band Director Is Key: Hire a Teacher, Not a Tyrant." *American School Board Journal,* August 1975, p. 22.

The alleged need for expensive instruments and the method and rationale employed in the placement of students in band groups are criticized as examples of "misemphasis" by school band directors. A child-centered band philosophy is recommended.

Bar, Clyde M. "The Making of a World Champion." *The School Musician,* December 1971, p. 42.

The preparation of the Carlisle (Pa.) High School Band for the World Music Festival Competition in Holland and its subsequent participation in the festival are described in this article.

Berg, Sidney. "The Value of All-City Music Programs." *The School Musician,* January 1970, p. 52.

As music director for a large city school system, the author was bothered by the small audiences the various school music groups attracted. The answer he found was an all-city program. He discusses problems and solutions in organizing and holding the concerts.

Bloomquist, Kenneth G. "The Marching Band—A Musical Organization?" *Music Educators Journal,* November 1974, p. 35.

Suggestions are offered for providing entertaining marching band shows without sacrificing musical quality, including the positioning of instruments and the use of specific warm-up exercises.

Boullion, James L. "A Study of Music Performances at Athletic Contests." *The School Musician*, March 1979, p. 46.

Results of a nationwide study conducted by the South Dakota Bandmasters Association to determine the extent of student exploitation occurring because of music performances at athletic events are discussed. A position paper developed as a reaction to the findings is included.

Douglas, James M. "Use Your Band for Public Relations." *The School Musician*, April 1971, p. 58.

This author believes that to sell the music program as part of the curriculum, the band should appear before the public in as many interesting and well-rehearsed performances as possible. The roles of the marching band, the stage band, and the concert band are presented.

Fears, Emery L. "Organizing the Band and Orchestra Festival." *Instrumentalist*, November 1971, p. 54.

This article features a basic plan for organizing a festival. A checklist of operational procedures is provided, and several alternatives for concluding the festival are suggested.

Fenton, Elizabeth. "High School Bands: Are You Hearing What You Should?" *American School Board Journal*, August 1975, p. 19.

The selection of a band director is described as a crucial function of a school board. Guidelines for the selection process are offered.

Forbes, John M. "Charley—The I-Hate-To-March Band Director." *Instrumentalist*, November 1970, p. 30.

This amusing article explains the importance of the marching band to the total music program, what can be accomplished through the marching band, and the attitude of the band director.

Gayfer, James M. "The Band as Therapy: Some 'Case Histories' and Thoughts." *The School Musician,* November 1976, p. 46.

This article describes a band director who taught beginning band to ninth graders. He helped and encouraged four students who had physical handicaps. Because they tried so hard to play their instruments well, they outgrew or overcame their handicaps.

Hainfeld, Harold. "Filming the Marching Band." *Audiovisual Instruction,* May 1971, p. 46.

Movies of the marching band during half-time shows at football games are helpful in evaluating improvement of the band's performance. The author makes several practical suggestions on how these films could be taken.

Herendeen, J.F. "Decisions, Decisions, Decisions!" *The School Musician,* August 1975, p. 50.

This article attempts to motivate students to stay in the band. It lists such things as intracultural experiences, pride, competition, and socialization as positive aspects of the band.

Higgins, William. "Drill Teams and Dancing Groups with the Band." *Instrumentalist,* September 1971, p. 57.

Here are 10 practical suggestions for a drill team program that is part of the half-time band show.

Hovey, N. "Critical View of Today's School Bands." *The School Musician,* August 1972, p. 28.

The author praises school band development and the emergence of standardized instruments. He offers organizational suggestions and discusses obstacles to future development. Other topics include public relations, percentage of participation, dropouts, rock and jazz, and expanded offerings.

Hudadoff, Igor. "Festival Auditions—For What Purpose?" *Instrumentalist,* June 1970, p. 42.

The author discusses the value of auditions for bands composed of players from various schools. His opinion is that current practices leave much to be desired, and he makes two suggestions for improvement.

Hunt, Jacqueline. "Effective Band Recruiting." *The School Musician,* January 1977, p. 53.

A band director tells how to operate a recruitment program. The process involves five steps before the students begin their lessons:

- A visit by the director who shows films and demonstrates the instruments;
- A music aptitude test on which students must score 75 percent or above. A letter is then sent to those students' parents;
- Two days later the director sets up a display of instruments so that students can try them out to decide which is best suited for them;
- A meeting with parents, students, director, and instrument dealers; and finally,
- The first lesson is given.

Jaeger, Don. "The Solo Contest—A Self-Analysis." *The School Musician,* June 1969, p. 20.

The author takes a look at the responsibilities a music director should consider to help students prepare for solo contests. The teacher must help the student develop the proper attitudes during preparation and toward performance. Too many demands should not be made on the student's technical and musical abilities. Music chosen should reflect the student's abilities and physical development.

Kruth, Edwin. "Adjudication and the Music Festival." *Instrumentalist,* January 1970, p. 48.

The success or failure of any music festival rests squarely on the shoulders of the adjudicators. The author discusses what he believes good judges should do in such situations.

Larkin, J.V. "Put a Little Pep in Your Band Program." *Music Educators Journal,* November 1972, p. 66.

The author discusses the concept of the "pep band" which is frequently heard at basketball games and similar functions where the full marching band cannot appear. Recommendations are made for instrumentation, number of players, applicability, and student selection.

Lawrence, Paul. "Teach Marching Band Shows with Tape-Recorded Music." *Instrumentalist,* September 1969, p. 40.

This article presents a solution to the problem of learning to drill and play music at the same time. Specific instructions for using a tape recorder to practice for the show are provided.

Lefever, Maxine. "Hair!" *Instrumentalist,* October 1970, p. 49.

The author raises the question whether band directors have the right to expect uniformity of appearance in the members of the band. She feels they do have this right and recounts some personal experiences.

McManus, John C. "The Band—A Focus for the Future." *The School Musician,* May 1969, p. 54.

This is a description of a new curriculum design for music in which such traditional activities as football game half-time shows and pep band are deemphasized. The students are encouraged to experiment with sound. A laboratory approach is used with many activities.

Pettey, Earl. "Contest: Educational? Musical?" *The School Musician,* November 1970, p. 47.

The author raises the question, "Do contests aid in the musical education of students?" He suggests that memorization is not necessary, that students could be required to learn several solos instead of one, and that judges could provide helpful criticism. He concludes that reevaluation must be ongoing so that the educational system will continue to serve its purpose.

Russel, Leslie. "Presenting the School Concert." *Music In Education,* September-October 1969, p. 248.

Seven practical suggestions are given for planning and presenting a school music group in concert.

Siegert, Paul. "Band in Concert Environments." *Instrumentalist,* June 1970, p. 29.

The author is concerned with the position of the concert as part of the band program. He suggests ideas to improve the position and get the concert more favorably considered as part of the music program.

Simmons, J.A. "Band for All?" *The School Musician,* November 1969, p. 50.

Better than average or superior students should not be the only ones allowed in a band program; it should be opened to the entire school body. Cocurricular activities should be looked upon as broadening experiences, not rewards for academic achievement.

Sizemore, Eric L. "What Are My Goals?" *The School Musician,* June 1969, p. 50.

A band director's reflections on his goals are presented in this article. Some of the possibilities for goals and attitudes toward their accomplishment are discussed.

"Student Musicians at Athletic Events: Half-Time Education?" *Music Educators Journal,* December 1978, p. 23.

An informal survey conducted by *Music Educators Journal* regarding band directors' perceptions of the alleged exploitation of marching band students through performances at athletic events is briefly discussed. Results and additional comments of participating directors are highlighted.

Sunderman, Norman A. "Planning a Drill Show." *Instrumentalist,* September 1971, p. 51.

This paper outlines the steps and details for planning a drill show by the marching band.

Thomas, M. "Let's Form a National Flute Club." *The School Musician,* November 1972, p. 44.

This brief review of the activities of various flute players' associations throughout the country stresses the need for a national affiliation, such as other instrumentalists have formed, and proposes an annual Flute Congress.

Turner, Jacquelin C. "A 'Dream' of a Band Trip, The Festival of States." *The School Musician,* November 1968, p. 64.

The philosophy and events of the Festival of States in St. Petersburg, Fla., are described in this article. It also discusses the benefits to the participating band members.

Thurmond, J.M. "The Tail That Wags the Band." *Music Educators Journal,* December 1978, p. 25.

Allowing the marching band to dominate public school instrumental music programs is perceived by this author as an exploitation of the participants and an undermining of music education. A restriction of marching band activities and an emphasis on education is urged.

Wickes, Frank B. "The Greatest Booster of Morale." *Music Educators Journal,* December 1978, p. 26.

Depicting the marching band as a primary morale booster for athletic events, the author discusses the benefits to be gained from student participation and denounces the claim that marching bands constitute a form of student exploitation.

Williams, Arthur L. "How to Prepare for Contests." *The School Musician,* November 1970, p. 62.

The author lists 28 suggestions for the high school band director in preparing for contests. The suggestions cover making a decision to enter a contest, preparing for the contest, participation at the contest, and evaluation after the contest.

Williamson, Jack. "A Reflection of the Conductor." *Music Educators Journal,* December 1978, p. 27.

This article explains the conductor's responsibility of maintaining a balanced perspective of marching band activities to provide needed entertainment and spirit for the audience without sacrificing the musical education needs of the students.

Student Publications

Allnut, Benjamin W. "In Scholastic Journalism: Advisers and Principals, Partners Not Adversaries." *NASSP Bulletin,* February 1975, pp. 1-6.

The relationship of the school principal to student publications is examined, including the selection of an adviser.

Bailey, John, and Ward, Paul. "Student Handbooks: Practices and Procedures." *Clearing House,* February 1968, p. 329.

The authors collected student handbooks from high schools throughout the country and surveyed the attitudes of 532 sophomores toward their school handbooks. The survey revealed that students preferred information about class schedules, course offerings, the demerit system, school maps, clubs, and student activities. The authors recommend that students be involved in the formulation of the school handbook.

Bixler, F.M. "What Is a Good High School Newspaper?" *English Journal,* January 1970, p. 119.

Many factors contribute to making a good school newspaper even better. (1) A paper must be attractive and beckon the reader with: simple makeup, compatible headline typefaces, and sharp, closeup action pictures; (2) It must be well written with concise sentences, colorful leads, and contain on-the-spot coverage of sports events, human interest, and provocative editorials which compel the reader to continue reading; (3) It must be creative, especially in photos and subject matter, which must be imaginative in scope and originality.

Blackman, C. Robert; Broussard, Joseph; and Mundt, Whitney R. "Before You Judge Your Next Student Press First Amendment Case." *Phi Delta Kappan,* October 1978, pp. 105-106.

A survey of high school principals, journalism advisers, and student editors to determine the knowledge of First Amendment principles as applied to student publications is discussed. Results suggest such knowledge is inadequate.

Chism, Clark. "Scholastic Journalism—A Model for Understanding." *NASSP Bulletin,* February 1978, pp. 106-10.

A model score sheet for judging student newspaper competitions is presented.

Cullen, M.R. "The School Newspaper as an Instrument of School-Community Relations." *High School Journal,* May 1968, p. 370.

School newspapers contain a variety of articles and stories which would not ordinarily be published in local commercial newspapers. The school newspaper gives the community an opportunity to learn more about the school.

Deal, E.M. "Responsible Freedom for the Secondary School Press." *English Journal,* October 1971, p. 960.

The way to deter the underground paper is to encourage constructive criticism on the part of student journalists. The author discusses developing a code of ethics.

Divoky, D. "The Underground or Independent High School Press." *Catholic School Journal,* February 1970, p. 164.

Students who write in underground papers come from typical American homes in suburbs, cities, and rural areas, and their ideology runs from polite liberalism to revolutionary dogma. The writings represent their reactions to the most characteristic aspects of the culture-today.

Einsiedler, E. "How Free Should the High School Press Be?" *Today's Education,* September 1969, p. 52.

The article considers varying viewpoints on censorship from six different underground papers.

Flygare, Thomas J. "School-Sponsored Student Newspapers Are Entitled to First Amendment Protection." *Phi Delta Kappan,* June 1977, pp. 768-69.

Two court cases involving student newspapers are discussed relative to First Amendment protection. Decisions revealed that both school-sponsored and non-sponsored student publications can be entitled to such protection.

Gorton, R.A. "Student Activism in the High School: The Underground Newspaper and Student Dress and Appearance." *High School Journal,* April 1970, p. 411.

Underground newspapers often contain controversial articles. They are often quite critical of the administration and of certain teachers. In most cases the underground newspaper can be incorporated into the regular school paper if the administrator or teacher is willing to accept criticism and work with the editors to guide students' writing into more constructive channels.

Halling, Sr. M. Dominic. "Try a Class Newspaper." *Catholic School Journal,* February 1969, p. 22.

The author is a proponent of a junior high school newspaper. It stimulates curiosity and can be a class project with all decisions, articles, and pictures produced entirely by the students.

Henderson, Edgar D. "Financing School Publications." *NASSP Bulletin,* February 1975, pp. 58-61.

Guidelines for reducing printing and production costs of school publications are presented. Among the ideas is the "do-it-yourself" approach, which is discussed in terms of staff-adviser involvement and increased value as a learning experience. Fund-raising efforts and advertising revenues are also examined.

"High School Students Are Rushing into Print—and Court." *Nation's Schools,* January 1969, p.30.

This article states the case for the student press as a learning device. Student publications should not be looked upon as an official image of the school, always required to present a polished appearance to the world. Learning effectively proceeds through trial and error, and as much may be gained from reactions to a poor article as from the traditional pieces, groomed carefully for external publication.

Huie, David L. "Student Activities." *NASSP Bulletin,* April 1974, pp. 36-38.

Exemplary student publications are briefly described in the following areas: newspapers, yearbooks, student handbooks, literary publications, and student television productions.

Johns, Richard P. "R_x for Administrators, Advisers: Accountability of Scholastic Journalism." *NASSP Bulletin,* February 1975, pp. 53-57.

In the author's words, the "two basic requirements for a quality program for student journalism are a principal who cares and understands and a teacher who is qualified." Guidelines for teachers and principals are given and five essential factors for high school publications are outlined.

Mencher, Melvin. "The Campus Newspaper: PR Arm or Laboratory of Life." *Phi Delta Kappan,* January 1965, p. 216.

The author shows that properly operated student newspapers can provide enormously stimulating learning experiences.

Mitchell, S. "How to Be a Newspaper Advisor Without Blowing Your Cool." *Nation's Schools,* January 1969, p. 42.

A high school newspaper should be the students' paper. This means they should do all of the work and provide most of the ideas. Some good ways to ensure a good staff are: require a journalism class for all students on the staff; teach both newspaper and yearbook styles and then find out which publication each student prefers to work on; explain each staff position and its responsibilities; encourage the staff to express their personalities through their stories; and have the staff make their own schedule with the printing company.

"New Respectability for Underground Newspapers." *Nation's Schools,* September 1969, p. 43.

Accepting the fact that students are determined to criticize, faculties have developed tough skins and sensitive guidelines and are turning a former nightmare for many school administrators into an acceptable outlet for student dissent.

Nolte, M. Chester. "School Boards vs. the Student Press." *American School Board Journal,* February 1978, p. 23.

Examples of disputes between student writers and school administrators are cited to support the author's assertion that the students are winning court challenges involving censorship. Similar cases involving faculty advisers and administrators are briefly highlighted, and the author urges administrators to exercise restraint.

Nolte, M. Chester. "The Student Press and the Ways You Can Control It." *The American School Board Journal,* March 1978, pp. 35-36.

Here are a few pointers on the ways to legally control some of what student editors have to say in the student newspaper. As a first step, make sure the school board has adopted a set of policies that define what student publications are—and make sure student editors understand what the school system expects these publications to accomplish.

If students understand the difference between good and bad journalism, have a sense of what the school system is trying to accomplish, and are familiar with the constraints of the First Amendment, chances are at least even that publications will stay clear of trouble.

"Problem: Student Editor Charges Unfair Censorship." *School Management,* December 1969, p. 14.

Situation: Protesting students accuse the principal of unfair censorship of their newspaper when, in fact, the faculty adviser of the newspaper was the one who vetoed the contents. Solutions range from a compromise of partial coverage to a meeting to discuss the why's of the school's stand. The author suggests a more flexible position be taken next time by the faculty adviser.

Romano, Tom. "Censorship and the Student Voice." *English Journal,* May 1978, p. 40.

An incident concerning the publication of a student creative writing magazine is told in narrative form to illustrate the importance of context in determining accepted language usage.

Staver, David A. "High School Freedom of the Press." *NASSP Bulletin,* January 1979, pp. 46-50.

Key factors in establishing a responsible student press are perceived as the selection of a competent adviser and the cooperative attitude of the school administration. A representative task force is suggested to develop governing policy for student publications.

Sullivan, R. "Let Them Write—Responsibly." *The Education Digest,* January 1969, p. 50.

This article deals with the question, "Will today's school administrators permit high school students the degree of press freedom necessary for a responsible editorial approach?" Basically, the question is one of trusting the adviser of the newspaper. Any adviser for a high school newspaper should have the right to read at least the more controversial copy before publication and he should be aware of the basic elements of libel, the canons of good taste, and the maximum degree of press freedom that can be accorded to students.

Sullivan, R.J. "The Overrated Threat." *The Bulletin of NASSP,* September 1969, p. 36.

This article talks about underground newspapers and how they may well be the most overrated threat to an existing order. Sullivan advocates freedom of speech for minors. He realizes, however, that libel and obscenity should be avoided. He believes that a rational, logical, and understanding approach to the critical student's desire to express himself can result in rapproachement.

Swiss, Thom. "Resources for How To: Plan and Produce Student Publications/Use the Newspaper in the Classroom." *English Journal*, January 1976, p. 102.

This ERIC/RCS Report provides information about reference materials for the cited topics, including annotations and ordering procedures. Theoretical and practical documents are included.

Speech, Drama

Aggert, O.J. "The Case for the Speech Festival." *Contemporary Education*, October 1969, p. 42.

Traditionally, the contest is the established mode of speech activities in the schools, but it has never been subjected to critical examination. The writer feels speech contests are inconsistent with speech education because when evaluation and critiquing replace the win/loss situation, no one loses and everyone gains. He proposes a festival as a plausible solution.

Akins, Keith E. "The Status of Extracurricular High School Speech in 32 States." *Speech Teacher*, November 1971, p. 284.

A survey of the extracurricular speech programs in the nation has shown some interesting developments. These developments are mentioned and briefly discussed. The author summarizes by outlining criteria for the speech activities which are predominant across the nation.

Benson, Alan W. "The Dramatic Director and Reader's Theater: Blessing or Curse?" *Speech Teacher*, November 1968, p. 328.

The author points out the pros and cons of reader's theater. The problems lie in areas of script editing, creation of several characters by one reader, and stage props consisting only of stool and stand which can become static and boring. However, reader's theater needs few facilities; any form of literature can be presented; and focus is audience-centered rather than stage-centered.

Bowen, Elbert R. "A Baker's Dozen for the Interpretative Reader." *Speech Teacher*, November 1966, p. 276.

The author gives and elaborates on what he calls the "baker's dozen" list of criteria for judging interpretative readings. The 13 items for judging interpretative events are: selection, consideration, introduction, investigation,

familiarization, visualization, phonation, diction, projection, animation, attention, suggestion, and communication.

Brock, Harold A. "New Priorities in Oral Interpretation." *Speech Teacher,* January 1971, p. 71.

The writer points out that for an interpretative performance to be successful, the reader must put priorities on the audience and not on himself. His task is to get the listener to enjoy literary works of art. He must remember that the primary roles are played by the literary work and the hearers—the interpreter plays a secondary role.

Clark, Richard, and Nelson, Oliver. "Standards for Building High School Speech Programs." *The Bulletin of NASSP,* November 1969, p. 35.

The article proposed the following guides for speech programs: (1) the speech program should be comprehensive; (2) it must be flexible; (3) it must be judged in terms of its results. The authors set up a sample curriculum including the co-curricular activities of dramatics, debate, assembly programs, and club organizations. They also suggest detailed evaluative criteria for the speech program.

Conner, Paul E. "Debate as a Way to Teach Environmental Issues." *Science Teacher,* January 1975, p. 49.

Because of the tendency to confuse fact with opinion regarding environmental issues, one high school science class found that a classroom debate was an effective way to learn about the issues.

Fisher, Sally. "That Boy Who Won the Balloon Debate." *NEA Journal,* March 1967, p. 32.

The article is written by a mother who was anxious for her son to develop better speech habits. He won the "Balloon Debate." She describes the debate and writes,

"The improvement in our son's speech and manners as a result of speech activities convinced us of the value of early exposure to public speaking."

Gray, A. Irene. "High School Students Produce Children's Theater." *Speech Teacher,* September 1966, p. 207.

This article summarizes the activities of a high school thespian troupe that directed and produced a children's play. They were responsible for initial planning and activities, directing, advertising, and tickets. The experiment proved that high school students can produce good children's theater as a part of a worthwhile learning experience.

Gunther, Robert, and Pugliesi, Rudolph. "Videotape at a Drama Festival." *Audiovisual Instruction,* December 1968, p. 1132.

This article emphasizes the value of videotape at drama events. Playback sessions bring "traumatic" reactions from students who see themselves in action for the first time. But they agree they gain more insights into problems such as blocking and gesturing. This kind of evaluation provides more possibilities for objectivity and self-education.

Henderson, Bill. "A System of Teaching Cross Examination Techniques." *Communication Education,* March 1977, p. 112.

A lengthy article about teaching a debate team cross-examination techniques.

Hensley, Wayne, and Strather, David. "Success in Debate." *Speech Teacher,* November 1968, p. 253.

A study was done to examine the presumption that male debaters are superior to female debaters. The study, based on 1,275 debates, found that if a debate team is composed of two males and two females, there seems to

be no difference in the probability of winning or losing a debate.

Klopf, Donald W., and Lahmann, Carroll P. *Coaching and Directing Forensics.* Skokie, Ill.: National Textbook Corporation, 1967.

This book, designed for use by forensic coaches, details procedures for managing speech meets, techniques for coaching debate and individual speech events, and evaluating and judging speech contests. Additionally, the first sections of the book deal with the general nature of forensic programs and contain pointers on how to successfully direct a forensic program.

Kuykendall, Radford B. "Oral Interpretation and Reader's Theater." *The Bulletin of NASSP,* December 1970, p. 86.

The author builds a case for oral interpretation and points out that it contributes to better reading comprehension and helps develop better voice and articulation. Reader's theater is a good activity for the handicapped, for students who "don't look the part" for a school play, and for those who have grown rapidly and are awkward and lack poise.

Lewis, George L. "Creative Dramatics: Problems and Processes." *The Central States Speech Journal,* Spring 1972, p. 18.

This article explores some of the materials and techniques used to stimulate creative dramatics in high schools. The author dwells on dramatizing familiar stories and getting students to be creative in working with stories, plays, scripts, and dialogues.

Marcus, R. "Teenage Drama Workshop." *The Bulletin of NASSP,* March 1970, p. 150.

This article describes how a maximum number of junior and senior high school students are exposed to the

creative arts by conducting a drama workshop for 3,000 elementary students.

McBath, James. "Future Directions for Forensic Education." *Speech Teacher,* November 1975, p. 365.

This article summarizes a National Developmental Conference. The conference produced more than 60 specific recommendations regarding such issues as future goals and roles, theory and practice, research and scholarship.

Murphy, Patrick. "Creativity, Improvisation, and the Actor." *Quarterly Journal of Speech,* October 1971, p. 284.

Improvisation is an important technique in the theater, and through its use actors can more creatively handle their roles.

"Resource Materials." *Speech Teacher,* March 1969, p. 166.

This article deals with the activities of 13 state speech associations.

Sinzinger, Richard. "Speech Programs in Massachusetts High Schools." *Speech Teacher,* September 1969, p. 213.

This article summarizes a survey of 259 public high school speech programs. Most schools offer introductory courses, but the teachers are poorly trained. The most popular programs are drama and debate.

Taylor, Ruby M. "Techniques for Establishing a Forensic Program." *Communication Education,* March 1978, pp. 163-65.

To establish a successful high school forensic program, this author first prepared as many students as possible for individual events. Because forensic skills are important to an individual's development, the time and effort spent teaching these skills are worthwhile.

Tedesco, John L., and Kaufman, Paul L. "Interpersonal Skills for the High School Drama Director." *Communication Education*, September 1977, pp. 221-26.

The authors present a set of techniques for developing interpersonal communication skills to promote the humanistic aspect and theatrical quality of high school productions.

Wiksell, W.M. "Evaluating Programs." *Speech Teacher*, January 1969, p. 68.

The author asks questions regarding the planning and evaluation of an extracurricular speech activity such as a contest or tournament.

Evaluation

Christensen, Douglas D. *Planning and Evaluating Student Activity Programs.* Reston, Va.: NASSP, 1978.

The ideas in this booklet are directed to leaders and participants at all levels in school activity programs. Activity programs need leadership and support; they need goals for determining purposes and direction; and they need tools for planning ways to reach their defined goals. The book explains how to achieve these needs and provides sample evaluation forms.

Dougherty, John W. "Supervision and Evaluation of Teaching in Extracurricular Activities." *NASSP Bulletin,* March 1978, pp. 31-34.

The author, a junior high school principal, proposes the establishment of an outgoing, organized evaluation system for coaches. The evaluative task should be performed by someone who is not a direct employee of the athletic department.

Evaluative Criteria for the Evaluation of Secondary Schools. Fifth Edition, Arlington, Va.: National Study of School Evaluation, 1978, Section 5, pp. 257-76.

This publication is designed for either self-evaluation or evaluation by external consultants. It provides a process and a listing of criteria against which to evaluate a high school activity program in 13 areas. Included among these areas are: the nature and organization of the activity program; school governance; school assemblies; school publications; music activities, drama and speech activities; social activities; athletics (interscholastic and intramural); clubs; and activity financing. The process and criteria are practical, current and comprehensive. The evaluative criteria are used by a majority of the nation's regional accrediting associations.

Schnabel, John H. *An Evaluation of Extra-Class Activities Programs.* Edwardsville, Ill.: Southern Illinois University, 1966.

Based upon data received from questionnaires and interviews, the publication presents an analysis of the attitudes and perceptions of school administrators, teachers, high school seniors, parents, and university freshmen on topics including financing, value of activities, problem areas, and quality of programs. It is limited to schools in the southern Illinois area around St. Louis.

Wiskell, W.A., and Wiskell, M.J. "Evaluating Programs." *Speech Teacher,* January 1969, p. 68.

Evaluation of a program should be internal and made at regular intervals by an interested and knowledgeable person so the program can change to fit the needs of the students.

Miscellaneous

Baird, L. "Big School, Small School: A Critical Examination of the Hypothesis." *Journal of Educational Psychology,* August 1969, p. 253.

The academic and nonacademic achievements of students from small and large high schools were compared. Students from small schools participate to a greater extent in a variety of areas than do students from large schools. This difference was especially pronounced in the areas of leadership and speech and drama.

Bent, Rudyard K., and Unruh, Adolph. *Secondary School Curriculum.* Lexington, Mass.: D.C. Health and Company, 1969, p. 133.

This is a general textbook on secondary education which devotes a chapter to extracurricular activities. The purpose and value of the activity program is outlined, and the concomitant responsibilities of faculty and administration are discussed.

Boutwell, W.D. "Our Leisure-time Education." *Education Digest,* December 1969, p. 25.

Some ways are discussed to fill the leisure time of students: reading and mini-courses before and after school are two of the activities suggested.

Decker, Robert. "Try this Common Sense Little Way to Win Community Support for Your Schools." *The American School Board Journal,* January 1975, p. 50.

Ways to elicit community support for the schools are outlined in this article.

Domestic Student Exchange Programs. A New Adventure. Reston, Va.: NASSP, 1976.

Advice for the school planning a domestic student exchange program. It includes tips on involving parents, fund-raising activities, adviser responsibilities, and evaluation.

Gholson, Ronald E. "Extracurricular Activities: Different Perceptions but Strong Support." *Phi Delta Kappan,* September 1979, pp. 67-68.

Results of a 1978 Gallup Poll showed that 50 percent of parents with children enrolled in school regarded extracurricular activity programs as "very important."

This article relates a study on the question "Is there a difference between parental attitudes on this question and the feelings of students, activity sponsors, and school administrators?"

Gowan, John C. "The Scholarship Varsity—A Fable." *The Gifted Child Quarterly,* Fall 1977, pp. 408-11.

The author describes the legendary academic varsity at his high school, where as much attention is paid to outstanding scholastic performance as is lavished on the varsity football coach. The article is a provocative commentary on our educational values.

Horn, Gunnar. "Extracurricular Activities—Right or Privilege?" *Today's Education,* May 1972, p. 45.

The article presents the findings of a poll of 12 coaches and 100 academic teachers on their attitudes toward academic requirements for participation in extracurricular activities. The findings indicate that the coaches and teachers overwhelmingly favor the requirement of academic eligibility and believe that coaches and sponsors should have the right to eject students from their activity for violation of the rules.

Kinneck, B. Jo. "Are Commencements Obsolete?" *Today's Education,* May 1973, p. 42.

The author relates the response of several people to the question, "Are commencements obsolete?" Some felt the ceremonies were silly and others were overwhelmingly in favor of them. The author concludes that students should decide the nature of their commencement ceremony.

Long, Ruth; Buser, Robert; and Jackson, Michael. *Student Activities in the Seventies.* Reston, Va.: NASSP, 1977.

Results of a survey reveal how administrators, activity advisers, and students view student activity programs.

Micka, H.K. "A Gift from Our Seniors." *Today's Education,* January 1970, p. 53.

This article presents a unique way to give a senior gift. Instead of the usual clock or painting, the senior class landscaped a portion of land and made a small park for the community. All the work was done by students.

McKenzie, R.F. "Those Extra Curricular Activities." *Texas Outlook,* March 1968, p. 35.

Results of a survey of student opinion on extracurricular activities indicate that students want these activities; they believe both classroom and outside activities are needed for a balanced education; they are willing to limit activities so as not to interfere with classwork; and there is a need for more professional guidance of students to appropriate activities.

Mohler, David J. "The Law and School Activities." *The Bulletin of NASSP,* September 1971, p. 10.

According to the author, very few school laws pertain to extracurricular activities. Various cases of the activities program are discussed, including a section on the responsibility of sponsors to provide for the safety of students.

National Honor Society Handbook. Reston, Va.: National Association of Secondary School Principals, 1978 Revision.

The official handbook describes membership criteria, induction ceremonies, projects, and other information for members and advisers.

National Junior Honor Society Handbook. Reston, Va.: National Association of Secondary School Principals, 1978 Revision.

Contains history of the national organization, how to organize a chapter, membership requirements, and a special section on responsibilities of chapter officers.

NEA Ethics Committee. "Ethics and Student Tours." *Today's Education,* April 1969, p. 51.

The article points out the hazards—conflicts of interest and exploitation of students—when teachers become involved with tour companies. Pertinent sections of the NEA Code of Ethics are discussed and related to hypothetical situations.

"The Overseas Study-Travel Boom." *Today's Education,* January 1970, p. 57.

Summer overseas study-travel is growing for American high school and college students. Three types of tours that exist are: (1) commercial (2) sponsored by overseas schools and colleges, and (3) organized by American service organizations, schools, or colleges. Addresses for additional information are listed.

Parrish, K., and Weldy, G.R. "Good Scholarship; Do Students Really Care?" *The Clearing House,* January 1969, p. 275.

A survey was taken of 170 high school boys and girls in Ohio asking what type of honors were most important—athletic, leadership, social, or scholarship. Boys preferred this order: athletic, scholarship, leadership; while girls preferred leadership, social, scholarship.

Satlow, I. David. "The Values of Extracurricular Activities." *Business Education World,* September 1965, p. 15.

The article lists 14 areas which student activities should develop.

Serow, Robert C. "The High School Extracurriculum: Cui Bono?" *NASSP Bulletin,* April 1979, pp. 90-94.

Asserting that levels of participation in student activities are related to socioeconomic status and school structure, the author presents supporting findings of a recent survey of high school students. Further research is suggested to identify school policies or social/psychological pressures discouraging students from actively participating in school activity programs.

Stanavage, J.A. "What You Should Know about Student Travel-Study Tours." *Nation's Schools,* April 1970, p. 74.

This article makes several suggestions for planning a European study-tour.

"Taking a Last Gaudy Fling." *Time,* June 13, 1977, p. 22.

This article explains how important proms are to students. Although the prom is a large expenditure, students say they don't mind it because it is the last time the whole group will be together.

William, D.E. "Stamp Out Commencement Speakers!" *The Education Digest,* November 1969, p. 32.

This article, written by the president of Idaho State University, expresses the author's outlook regarding commencement speeches and speakers. As a result of his combined experiences from both sides of the speaker's platform, he now takes his stand "with those who would do away with commencement speakers altogether."